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1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03)

Methodology Report

November 2005

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

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Executive Summary

Introduction

The 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03), sponsored by the National Center for Education Statistics (NCES), U.S. Department of Education, followed a cohort of students who earned bachelor's degrees during the 1992–93 academic year. These students were first interviewed in 1993, as part of the 1993 National Postsecondary Student Aid Study (NPSAS:93). A year later, a follow-up interview was conducted (B&B:93/94) and transcripts were collected from students' undergraduate institutions and coded, and in 1997, a second follow-up interview was conducted (B&B:93/97). B&B:93/03 is the third and final follow-up interview with the class of 1993. This interview, which took place in 2003, focused on postbaccalaureate education, employment and career development, family formation, and finances. The B&B:93 series of interviews has also included specific sections focused on those bachelor's degree recipients who trained to be elementary/secondary teachers (kindergarten through grade 12), and those who have entered or plan to enter teaching, in the first 10 years following bachelor's degree award. This report describes the procedures and results of the full-scale implementation of the 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Sampling Design

The target population for the B&B:93 study consisted of those individuals who were eligible to participate in NPSAS:93 and were awarded the bachelor's degree by a postsecondary institution in the United States, the District of Columbia, or Puerto Rico. The B&B:93 cohort consisted of both students who completed the NPSAS:93 interview and were identified to be baccalaureate recipients and those NPSAS:93 nonrespondents who were potentially eligible for B&B who had at least some data (from either the institutional records or interviewing). Following NPSAS:93, 16,320[**] baccalaureate degree recipients were identified for participation in the first follow-up interview. By the second follow-up interview, B&B:93/97, 11,190 cases were retained for participation: 10,080 computer-assisted telephone interviewing (CATI)-eligible cases, 1,090 transcript-eligible cases, and 20 cases for which eligibility was unknown for both components. All 10,090 B&B:93/97 respondents were included for participation in B&B:93/03. In addition, a subsample of 360 B&B:93/97 nonrespondents was also included. After removing cases identified as deceased, the starting sample for B&B:93/03 was 10,440.

Instrumentation

For the first time, students were offered the opportunity to conduct their own B&B interview via the Internet. A single, web-based interview was designed and programmed for use as a self-administered interview, a telephone interview, and an in-person interview. In addition,

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[*] The numbers appearing in the tables and text of this report have been rounded to the nearest tens to maintain the confidentiality of study participants.

a website was developed to launch the self-administered interview, to provide additional study information, and to collect updated student locating information.

The interview focused on students' activities in the 6 years since the last follow-up interview, B&B:93/97. The first section collected information on additional education pursued since 1997 whether through a formal graduate or undergraduate program, as part of occupational certification/licensure or employment training, or for personal enrichment. The next section focused on current employment, employment patterns, and career development. A separate section addressed employment patterns and job satisfaction for new teachers and those who have been a part of the teacher pipeline throughout the 10 years since degree award. The next section collected information on students' marital status, family, civic involvement, and disability status. The final section addressed finances, including education loan debt, assets, and income.

Data Collection Design and Outcomes

Training

Separate training programs were developed for those staff monitoring the Help Desk, made available to sample members completing the self-administered interview and to those interviewers conducting telephone and in-person interviews. Training topics included an overview of B&B:93/03, case management, quality control, solutions to common problems encountered using the self-administered interview, ways to establish effective relationships with sample members and other contacts, the nature of the data to be collected, and the organization and operation of the web-based interview. Tracing specialists received an abbreviated training specific to the needs of locating B&B:93/03 sample members.

Interviewing

The self-administered interview was made available to sample members beginning in February 2003. After 3 weeks, telephone interviewing began with those sample members who had not yet completed the self-administered interview. About 3 months following the start of telephone interviewing, field interviewers began tracing and interviewing nonrespondents whose last known address was in one of 30 geographic clusters.

From the starting sample of 10,440 about 40 individuals were found to be deceased and another 10 were determined to be study ineligible. The unweighted locate rate among the remaining sample members was 93 percent. Of those located, 92 percent completed the interview for an overall unweighted response rate of 86 percent. Among respondents, 38 percent completed the self-administered interview on the Internet, 57 percent completed a telephone interview, and the remaining 5 percent were interviewed in person.

Use of Incentives

Incentives were offered to sample members at two different points during data collection. First, sample members were offered a $20 cash incentive for completing the self-administered interview within the first 3 weeks of data collection, prior to the start of telephone interviewing. Of those who completed the self-administered interview, 47 percent did so during the incentive

period. Additionally, an incentive was used to reduce nonresponse among four groups: those who refused to be interviewed, those who could not be reached by telephone, those for whom only a contact person could be reached, and those who started but did not finish the self-administered interview. Overall, 55 percent of sample members falling into one of the four groups completed the interview following the offer of a nonresponse incentive.

Refusal Conversion

The ability of interviewers to gain the cooperation of sample members was important to the success of B&B:93/03. Among telephone interviewers was a group of refusal conversion specialists trained in converting sample members who have refused to complete the interview. From the point when a sample member refused, the case was handled only by these conversion specialists. In B&B:93/03, slightly less than 10 percent of sample members ever refused to participate in the interview. Of those, 49 percent completed the interview.

Interview Burden

Time in the B&B:93/03 interview was calculated separately according to whether the interview was self-administered or interviewer-administered. Self-administered interviews averaged almost 37 minutes, of which almost 11 minutes was due to the time required to transmit data to and from the respondent. Transit times varied considerably depending on the type of internet connection used. Interviewer-administered interviews, both telephone and in-person, averaged 35 minutes, with about 6 minutes required to transmit data (telephone interviews only). While the overall time to complete the interview was longer for self-administered respondents, the actual interview time was shorter for self-administered respondents.

Usability of the Instrument

Help text was available for every screen of the B&B:93/03 instrument. Help text screens displayed instructions on how to enter responses, the type of information requested, and definitions of words or phrases within an item. Help text usage rates were consistently under 1 percent.

The B&B:93/03 instrument also included tools that allowed online coding of literal responses for occupation, industry, major/field of study, and area of licensure/certification. Throughout data collection, coding experts examined samples of each set of coding results for completeness and the correctness of codes selected by self-administered interview respondents and interviewers. A comparison of recode results by mode of data collection showed that interviewers tended to do somewhat better than sample members in selecting the correct code.

Indeterminate Responses

To minimize item-level nonresponse, the B&B:93/03 interview was designed without explicit "don't know" and "refuse to answer" options on screen. Instead, respondents could use the "continue" button to proceed without answering an item. Pop-up boxes and response conversion text were used to encourage respondents to provide an answer. As a result, only 20 of over 650 full-scale interview items had missing data at a rate of 10 percent or more.

Analysis Weights

Cross-sectional weights were developed for analyzing respondents to the B&B:93/03 interview. In addition, a longitudinal weight was constructed for analyzing students who participated in all four interviews—NPSAS:93, B&B:93/94, B&B:93/97, and B&B:93/03. Variances were computed using the Taylor series and balanced repeated replications (BRR) techniques.

Data Files

The B&B:93/03 study was the fourth of four interviews with the B&B:93/03 cohort. The dataset, therefore, includes the derived variable and interview files for all four interviews. Also included are data collected from transcript coding, institution records, government databases, and admission test vendors throughout the period from the NPSAS:93 interview through the B&B:93/03 interview.

Products

In addition to the methodology report, NCES plans to release the following major products for B&B:93/03: a public use Data Analysis System (DAS), restricted use research files with an associated electronic codebook (ECB), an E.D. Tabulation of general findings, a descriptive summary of significant findings focusing on outcomes for bachelor's degree recipients in the 10 years since degree award, and a descriptive report on the current status of elementary/secondary teachers who began teaching at some time in the 10-year period since degree award.

Foreword

This report describes the methods and procedures used for the full-scale data collection effort of the 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03). These students, who earned bachelor's degrees during the 1992–93 academic year, were first interviewed in 1993, as part of the 1993 National Postsecondary Student Aid Study (NPSAS:93). They were subsequently interviewed and undergraduate transcripts were collected during the first follow-up study in 1994 (B&B:93/94). Three years later, the second follow-up interview was conducted (B&B:93/97). B&B:93/03 is the third and final follow-up interview of the B&B:93 cohort, 10 years following completion of the bachelor's degree. While, like all longitudinal studies, sample maintenance has presented a significant challenge over the 10-year span of the B&B studies, B&B:93/03 offers a unique opportunity to assess the value of the baccalaureate degree to both the individual and to society, at a time when sample members are most likely to be established in their careers.

For the first time, B&B:93/03 offered students the opportunity to conduct their own interview over the Internet. A single, web-based instrument was designed and programmed for use as a self-administered interview, a telephone interview, and an in-person interview. A study website was also made available for launching the self-administered interview as well as for providing information about the study, contact information for project staff, and an address update capability.

Evaluation of the procedures used in the full-scale study were developed and refined as part of the field test data collection conducted in 2002. We hope that the information provided here will be useful to a wide range of interested readers and that the results reported in the forthcoming descriptive summary report and teacher pipeline report will encourage others to use the Baccalaureate and Beyond Longitudinal Study data.

C. Dennis Carroll
Associate Commissioner
Postsecondary Studies Division

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Acknowledgments

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

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This document describes the procedures and results of the full-scale implementation of the 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03). RTI International (RTI), with the assistance of MPR Associates, Inc. (MPR), conducted the study for the National Center for Education Statistics (NCES) of the U.S. Department of Education (Contract No. ED-01-CO-0098), as authorized under Section 404(a) of the National Statistics Act of 1994, 20 U.S.C. 9001 et seq. (2002).

This introductory chapter provides an overview of the background, purposes, schedule, and products of the B&B:93/03 study. The second chapter describes the design and methods used during the study. Outcomes of data collection are presented in chapter 3. Evaluations of the quality of data collected are provided in chapter 4, and a description of the procedures used to create B&B:93/03 data files is presented in chapter 5. Sample weighting and variance estimation are discussed in chapter 6. Materials used during the field test are provided as appendices to the report and cited, where appropriate, in the text. The design and results of the field test study are presented elsewhere (Wine et al. 2004).

1.1 Background and Objectives of B&B

The Baccalaureate and Beyond Longitudinal Study (B&B), which focuses on the experiences of baccalaureate degree recipients over time, was designed to collect important policy-relevant information regarding the occupational and further educational outcomes of earning a baccalaureate degree. The major issues B&B addresses concern the relative value to the individual and to society of earning the bachelor's degree. Specific topics of interest include the length of time to complete the bachelor's degree, the pursuit of additional postsecondary education beyond the bachelor's degree, and employment outcomes. Another focus of B&B has been the teacher pipeline, that is, the progression of those who pursue teaching as a career as well as those who have taken steps to prepare for a career in teaching.

Potential sample members were first identified and selected to participate in B&B:93/03 as part of the cross-sectional 1992–93 National Postsecondary Student Aid Study (NPSAS:93) of postsecondary undergraduate, graduate, and professional students. NPSAS:93 focused on how students and their families financed their postsecondary education. To be eligible to participate in the B&B:93 longitudinal study, sample members had to have been eligible for NPSAS:93 and earned a bachelor's degree during the 1992–93 school year. The NPSAS:93 base-year interview collected information from students, institutions, and parents on background characteristics, enrollment, employment, and education financing, including financial aid. Students being awarded the bachelor's degree at the time of the NPSAS:93 interview were eligible for membership in the B&B:93 longitudinal cohort and, as part of their NPSAS:93 interview, were asked additional questions about their plans for the future, particularly graduate education and any plans to pursue a career in teaching kindergarten through grade 12 (K–12).

The B&B:93 cohort was interviewed again 1 year following degree completion (B&B:93/94). The interview itself covered a number of topics related to education since receipt of the bachelor's degree, including job search and the transition into employment, job training, family formation, civic participation, and finances (including income, student loans, and other debt). In addition, undergraduate transcripts were collected from the schools from which B&B:93 sample members earned their bachelor's degrees. As part of the transcript data collection, school-level information (e.g., information from course catalogs and grading systems) was collected for each sample school. Student-level data, such as major and minor fields of study, grade point average, courses taken, and grades earned, were coded for each student within a school. Transcripts from transfer schools were also coded, when available.

A second follow-up interview with the B&B:93 cohort was conducted in 1997, 4 years following bachelor's degree completion (B&B:93/97). This second follow-up interview collected detailed information on postbaccalaureate enrollment, including degrees sought, enrollment intensity and duration, finances, and degree attainment. Employment information and experiences, such as the number of jobs held since the last interview, occupations, salaries, benefits, and job satisfaction, were also collected. Those already in or newly identified for teaching careers were asked questions about their preparation to teach, work experience at the K–12 level, and satisfaction with teaching as a career. In addition to questions about education and employment, the 1997 interview continued to update information on family formation and civic participation.

The final follow-up interview of the B&B:93 cohort in 2003 (B&B:93/03), conducted 10 years following degree completion, allowed further study of the issues already addressed by the preceding follow-up studies. The 2003 interview covered topics related to continuing education, degree attainment, employment, career choice, family formation, and finances. Additionally, respondents were asked to reflect on the value of their undergraduate education and any other education obtained since receiving the bachelor's degree to their lives now. It also contained a separate set of questions directed at new entrants to the teacher pipeline, as well as those who were continuing in or left teaching since the last interview.

The remainder of this report provides details on the B&B:93/03 sampling design and data collection outcomes. It also presents the results of analyses conducted to evaluate the quality of the B&B:93/03 data, as well as an overview of the B&B:93/03 data files and variables. Finally, the report provides a discussion of procedures and results related to weighting, variance estimation, precision, nonresponse bias, and imputations. Unless otherwise indicated, a criterion probability level of 0.05 was used for all tests of significance.

1.2 Schedule and Products of B&B:93/03

The B&B:93 full-scale study was preceded by a field test. Full-scale data collection took place between February and September 2003. Dates of other key activities are also presented in the operational schedule shown in table 1.

Table 1.   Operational schedule for B&B:93/03

Activity	Start date	End date
Field test		
Sampling	December 2001	December 2001
Tracing	September 2001	June 2002
Web/self-administered interviewing	April 2002	July 2002
Telephone interviewing	April 2002	July 2002
Field data collection	June 2002	July 2002
Data files and documentation	March 2002	September 2002
Field test report	June 2002	June 2003
Full-scale study		
Sampling	December 2002	December 2002
Tracing	October 2002	September 2003
Web/self-administered interviewing	February 2003	September 2003
Telephone interviewing	March 2003	September 2003
Field data collection	June 2003	September 2003
Data files and documentation	February 2003	June 2005
Methodology report	March 2003	June 2005
Data Analysis System (DAS)	June 2003	June 2005
Descriptive survey report	October 2003	June 2005
Teacher report	October 2003	June 2005

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

The major products of B&B:93/03 include the following:

- A bibliography of publications using data for the B&B:93 cohort;

- Methodology reports (one each for the field test and the full-scale study) that describe all aspects of the data collection effort;

- Restricted-use data files and documentation for research data users;

- A Data Analysis System for public access to the B&B:93 longitudinal data, including the base-year interview, three follow-up interviews, and transcript abstraction;

- Special tabulations of issues of interest to the higher education community, as determined by NCES; and

- A descriptive overview report for the B&B:93/03 data collection. This report will present significant findings across a broad spectrum of outcomes for bachelor's degree recipients 10 years later. Major milestones such as graduate degree attainment, employment status, family roles, community service, and reflections on undergraduate education will be described, exploring differences by demographic characteristics and undergraduate experiences.

- A report on K-12 teachers. This report will describe the teaching experiences and preparation of 1992–93 bachelor's degree recipients in the 10 years following their college completion.

Chapter 2
Design and Method

This chapter describes the sampling design used for the Baccalaureate and Beyond Longitudinal Study (B&B), beginning with an overview of the sampling procedures used since the base-year study (1993 National Postsecondary Student Aid Study [NPSAS:93]). Sampling procedures and data collection design for the final follow-up study (B&B:93/03) are presented in detail, including sample member locating and contacting activities and interview design. The many systems supporting B&B:93/03 are also described.

2.1 Sampling Design

The target population for the B&B:93 full-scale study consisted of those individuals who were eligible to participate in NPSAS:93 and were awarded the bachelor's degree by a postsecondary institution in the United States or Puerto Rico. Members of the B&B:93 cohort were identified during NPSAS:93, which served as the base year for the longitudinal study. The B&B:93 cohort consisted of both students who completed the NPSAS:93 interview and were identified to be baccalaureate recipients, and those NPSAS:93 nonrespondents who were potentially eligible for B&B who had at least some data (from either the institutional records or the computer-assisted telephone interviewing [CATI]).[1] The NPSAS:93 sampling design was a two-stage design in which eligible institutions were selected first, and then eligible students were selected from eligible, participating institutions. The sampling procedures used to select institutions and students in the base-year and follow-up studies are described below. The numbers shown in the text and tables of this report have been rounded to the nearest tens and hundreds to maintain the confidentiality of study participants.

2.1.1 NPSAS:93 Institution Universe

The institution universe for the B&B was the set of institutions eligible for NPSAS:93. To be eligible for NPSAS:93, an institution had to do the following during the 1992–93 academic year:

- offer an education program designed for persons who have completed secondary education;

- offer an academically, occupationally, or vocationally oriented program of study;

- offer courses to students not employed by the institution;

- offer more than just correspondence courses;

- offer at least one program requiring at least 3 months or 300 clock hours of instruction;

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[1] NPSAS:93 nonrespondents were identified as potentially eligible for inclusion in the B&B cohort if there was information from institutional records indicating that they had received, or expected to receive, a baccalaureate degree between July 1, 1992 and June 30, 1993.

- be located in one of the 50 states, the District of Columbia, or Puerto Rico; and

- not be a U.S. service academy.

U.S. service academies were excluded from participation because of their atypical funding and tuition base. Also ineligible were institutions offering only avocational, recreational, remedial, or correspondence courses; institutions offering only noncredit continuing education units (CEUs); schools whose only purpose was to prepare students to take a particular examination (e.g., the Certified Public Accountant [CPA] or Bar exams); institutions offering only programs of study which required less than 3 months or 300 contact hours of instruction; and branch campuses of U.S. institutions in foreign countries.

2.1.2 NPSAS:93 Institution Sample

The institution-level sampling frame for NPSAS:93 was constructed from the 1990–91 Integrated Postsecondary Education Data System (IPEDS) Institutional Characteristics (IC) file. Excluded from the frame were those NPSAS:93-ineligible institutions described above and five institutions determined to be ineligible based on discrepancies in the IPEDS enrollment data. The resulting sampling frame contained 10,140 institutions that appeared to be eligible for NPSAS:93 based on their 1990–91 IPEDS IC data.

Geographic areas defined by three-digit postal zip codes were used as the basis for creating primary sampling units (PSUs) of nearly equal sizes to ensure statistical efficiency. The final area sampling frame contained 291 PSUs, of which 86 were certainty and the remaining 205 were noncertainty.[2] The final NPSAS:93 sample contained the 86 certainty PSUs and a sample of 90 of the 205 noncertainty PSUs selected with probabilities proportional to size, for a total of 176 PSUs. All institutions within the 176 sample PSUs were then combined into a single frame, stratified by the 22 strata shown in table 2. Sample institutions were selected using measures of size that were proportional to the expected sample allocation for the institution.

Although the IPEDS frame provided good coverage of the population of postsecondary institutions, a supplemental sample was selected from the Office of Postsecondary Education's Institutional Data System (OPE-IDS) file of institutions participating in the Pell Grant and Stafford Loan Programs as of April 15, 1992, to improve coverage. The OPE-IDS file was subset to those institutions located in the 176 survey PSUs based on zip codes.

Within the 22 institutional strata for the primary sample of institutions, the sample was implicitly stratified by sorting the frame units by the following variables:

- Office of Business Economics (OBE) region;[3]

- state;

- PSU; and

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[2] PSUs that contained the largest institutions were defined to be certainty PSUs. For more information, see *Methodology Report for the National Postsecondary Student Aid Study, 1992-93* (Loft et al. 1995).
[3] The OBE region classifications are as follows: 1 includes CT, ME, MA, NH, RI, VT; 2 includes DE, DC, MD NJ, NY, PA; 3 includes IL, IN, MI, OH, WI; 4 includes IA, KS, MN, MO, NE, ND, SD; 5 includes AL, AR, FL, GA, KY, LA, MS, NC, PR, SC, TN, VA, WV; 6 includes AZ, NM, OK, TX; 7 includes CO, ID, MT, UT, WY; 8 includes CA, HI, NV, OR, WA; and 9 includes AK and HI.

- measure of size.

A sample of 1,360 institutions (720 from the certainty PSUs and 640 from the noncertainty PSUs) was selected for the primary sample from the IPEDS frame.

The supplemental sample from OPE-IDS file was implicitly stratified by sorting by the following variables:

- level (less-than-2-year, 2-year, or 4-year);

- control (public, private not-for-profit, or private for-profit); and

- the Study ID from the OPE-IDS file (in order to produce a unique frame ordering).

Twenty-two institutions were selected from the OPE-IDS frame to create the supplemental sample.

The overall institution sample sizes are shown in table 2 for each of the 22 institutional sampling strata. The expected frequency of selection exceeded unity (1.00) for some institutions, and those institutions were included in the sample with certainty. The numbers of certainty and noncertainty selections of institutions for the primary sample are shown for each stratum in table 3.

Table 2.   1992–93 National Postsecondary Student Aid Study (NPSAS:93) institutional sample sizes, by institutional stratum

Institutional stratum	Total institutional sample[1]	86 Certainty PSUs			90 Noncertainty PSUs		
		Total number of institutions from certainty PSUs	Number of institutions from IPEDS[2]	Number of institutions from OPE-IDS[3]	Total number of institutions from non-certainty PSUs	Number of institutions from IPEDS[2]	Number of institutions from OPE-IDS[3]
Total	**1,390**	**730**	**720**	**10**	**660**	**640**	**10**
1. Public 4-year first-professional high education [4]	20	10	10	#	10	10	#
2. Public 4-year first-professional low education	100	80	80	#	20	20	#
3. Private not-for-profit 4-year first-professional high education [5]	80	50	50	#	30	30	#
4. Private not-for-profit 4-year first-professional low education	80	50	50	#	30	30	#
5. Public 4-year doctor's high education [4]	10	10	10	#	#	#	#
6. Public 4-year doctor's low education	40	20	20	#	20	20	#
7. Private not-for-profit 4-year doctor's high education [5]	20	10	10	#	10	10	#
8. Private not-for-profit 4-year doctor's low education	20	10	10	#	10	10	#
9. Public 4-year master's high education [6]	30	10	10	#	20	20	#
10. Public 4-year master's low education	120	50	50	#	70	70	#
11. Private not-for-profit 4-year master's high education [6]	10	#	#	#	10	10	#
12. Private not-for-profit 4-year master's low education	130	60	60	#	60	60	#
13. Public 4-year bachelor's high education [6]	10	#	#	#	10	10	#
14. Public 4-year bachelor's low education	40	10	10	#	20	20	#
15. Private not-for-profit 4-year bachelor's high education [6]	10	#	#	#	10	10	#
16. Private not-for-profit 4-year bachelor's low education	80	30	30	#	50	50	#
17. Public 2-year	220	100	100	#	120	110	#
18. Private not-for-profit 2-year	20	10	10	#	10	10	#
19. Private for-profit 2-year	50	30	30	#	20	20	#
20. Public less-than-2-year	50	30	30	#	30	20	#
21. Private not-for-profit less-than-2-year	50	30	30	#	20	20	#
22. Private for-profit less-than-2-year	220	110	110	#	110	100	#

Rounds to zero.

[1] This total includes institutions from both the Integrated Postsecondary Education Data System (IPEDS) file and the Office of Postsecondary Education's Institutional Data System (OPE-IDS) file.

[2] Primary sample.

[3] Supplemental sample.

[4] More than 15 percent of baccalaureate degrees were awarded in education.

[5] Any baccalaureate degrees awarded in education.

[6] More than 25 percent of baccalaureate degrees were awarded in education.

NOTE: PSU = primary sampling unit. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93).

Table 3.   Number of certainty and noncertainty institutions in the 1992–93 National Postsecondary Student Aid Study (NPSAS:93) primary institutional sample, by institutional stratum

Institutional stratum	Total[1]	86 Certainty PSUs		90 Noncertainty PSUs	
		Certainty institutions	Non-certainty institutions	Certainty institutions	Non-certainty institutions
Total	1,360	300	420	290	360
1. Public 4-year first-professional high education[2]	20	10	#	10	#
2. Public 4-year first-professional low education	100	80	#	#	10
3. Private not-for-profit 4-year first-professional high education[3]	80	40	10	30	#
4. Private not-for-profit 4-year first-professional low education	80	20	40	10	20
5. Public 4-year doctor's high education[2]	10	10	#	#	#
6. Public 4-year doctor's low education	40	20	#	20	#
7. Private not-for-profit 4-year doctor's high education[3]	20	10	10	10	#
8. Private not-for-profit 4-year doctor's low education	20	#	10	#	10
9. Public 4-year master's high education[4]	30	10	#	20	#
10. Public 4-year master's low education	120	50	#	70	#
11. Private not-for-profit 4-year master's high education[4]	10	#	#	#	10
12. Private not-for-profit 4-year master's low education	130	10	50	30	40
13. Public 4-year bachelor's high education[4]	10	#	#	10	#
14. Public 4-year bachelor's low education	40	#	10	20	#
15. Private not-for-profit 4-year bachelor's high education[4]	10	#	#	#	10
16. Private not-for-profit 4-year bachelor's low education	80	#	30	10	40
17. Public 2-year	210	10	90	30	80
18. Private not-for-profit 2-year	20	#	10	#	10
19. Private for-profit 2-year	50	#	20	#	20
20. Public less-than-2-year	50	10	20	#	10
21. Private not-for-profit less-than-2-year	40	10	20	10	10
22. Private for-profit less-than-2-year	210	10	100	10	90

\# Rounds to zero.

[1] Numbers presented here are based only on the primary sample of institutions, i.e., those selected from the Integrated Postsecondary Education Data System (IPEDS) frame. Institutions selected from the Office of Postsecondary Education's Institutional Data System (OPE-IDS) frame are not presented in this table.

[2] More than 15 percent of baccalaureate degrees were awarded in education.

[3] Any baccalaureate degrees awarded in education.

[4] More than 25 percent of baccalaureate degrees were awarded in education.

NOTE: PSU = primary sampling unit. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93 National Postsecondary Student Aid Study (NPSAS:93).

2.1.3 NPSAS:93 Student Universe

Students eligible for inclusion in the B&B:93 longitudinal cohort were those students who were eligible for NPSAS:93. NPSAS-eligible students had to have been enrolled in a NPSAS-eligible institution between July 1, 1992, and June 30, 1993, and

- enrolled in *either* (a) course(s) for credit toward a degree or formal award; (b) a degree or formal award program of at least 3 months; or (c) an academically, occupationally, or vocationally specific program requiring at least 3 months or 300 clock hours of instruction;

- not currently enrolled in high school; and

- not currently *solely* in a general equivalency diploma (GED) or other high school completion program.

Additionally, to be eligible for the B&B:93 cohort, students could have been awarded a baccalaureate degree at some time between July 1, 1992, and June 30, 1993, irrespective of their enrollment status during the academic year. The sampling process is described in more detail below.

2.1.4 NPSAS:93 Student Sample

To create the NPSAS student sampling frame, each sample institution was asked to provide a list of all students enrolled during the NPSAS year (July 1, 1992–June 30, 1993) and those awarded a baccalaureate degree at some point during that year, according to eligibility criteria provided to the institutions. Stratified systematic sampling was used to facilitate sampling from lists. For each sample institution, student sampling rates were determined for each of five student sampling strata:

- business major baccalaureates;

- other baccalaureate recipients;

- other undergraduates, including enrollees at less-than-4-year institutions;

- graduate students; and

- first-professional students.

The sampling rates depended on the overall population sampling rates for the five types of students, the probability of selecting the institution, and a requirement for a minimum of 40 sample students per institution whenever possible.

Sample institutions identified those students eligible to receive the bachelor's degree during the 1992–93 academic year for inclusion in the B&B:93 cohort. In addition, during the CATI, those students who indicated having received a baccalaureate degree during the 1992–93 academic year were also included. From the NPSAS:93 sample, 16,320 baccalaureate degree recipients were identified for participation in the B&B:93 cohort.

2.1.5 B&B:93 Cohort—Follow-up Samples

Sampling procedures used to maintain the B&B:93 cohort through the follow-up studies are summarized below. Greater detail of the sampling procedures used in each follow-up can be found in the respective methodology reports (Loft et al. 1995; Green et al. 1996; Green et al. 1999). Table 4 presents the distributions of the student samples from each wave.

2.1.5.1 First follow-up—B&B:93/94

As discussed above, 16,320 baccalaureate degree recipients were identified for inclusion in the B&B:93 cohort from institutionally-provided lists of students who were eligible for graduation or who indicated having graduated in the 1992–93 academic year during the CATI interview. All 11,810 of the identified students who completed the NPSAS:93 interview were retained for the B&B:93 cohort. Also retained were 370 student nonrespondents for whom NPSAS parent data were available that indicated that the student received the bachelor's degree during 1992–93. Additionally, a 10 percent subsample of the remaining eligible cases with at least some data was included, for a total of 12,730[4] eligible cases. It became apparent during data collection that many of the nonrespondents and potentially eligible cases were actually ineligible. Because of the costs associated with the ineligible students, only a subsample of the nonrespondents and potentially eligible students was selected, reducing the B&B sample size to 12,480 (see table 4).

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[4] The numbers in the tables and text of this report have been rounded to the nearest tens to maintain the confidentiality of study participants.

Table 4.   Summary of the B&B:93 cohort sample: 2003

Interviews with B&B:93 cohort	Sample size
Total	10,440
Original B&B cohort from NPSAS:93	
Student respondents	11,810
Student nonrespondents with parent data	370[1]
Subsample of other student nonrespondents	160[1]
Additional B&B cases identified during data processing (NPSAS student respondents identified as potentially eligible for B&B)	200[1]
Number retained for B&B:93/94	12,480
Respondents in B&B:93/94	10,080
Cases defined as eligible based on transcript study [2]	1,090
Eligibility unknown in B&B:93/94	20
Ineligible in B&B:93/94	-1,290
Number retained for B&B:93/97	11,190
Respondents in B&B:93/97	10,090
Nonrespondents in B&B:93/97	1,070
Ineligible in B&B:93/97	-30
Number retained for B&B:93/03	11,160
Cases identified as deceased during B&B:93/03 advance tracing death search	-10[3]
B&B:93/97 respondents	10,090
Subsample of B&B:93/97 nonrespondents[4]	360
B&B:93/97 nonrespondents not subsampled	710

[1] Many of the students in these groups were determined to be ineligible for B&B. As a result, the groups were subsampled.
[2] When available, transcript data were used to assist in B&B eligibility determination. See the U.S. Department of Education, National Center for Education Statistics. *Baccalaureate and Beyond Longitudinal Study: 1993/94 First Follow-up Methodology Report*, NCES 96-149, by Patricia J. Green, Sharon L. Meyers, Pamela Giese, Joan Law, Howard M. Speizer, and Vicki Staebler Tardino. Project Officer, Paula Knepper. Washington, DC: 1996 for a description of the transcript component of the B&B:93/94 study.
[3] Among the deceased were both B&B:93/97 respondents and nonrespondents.
[4] A subsample of about one-third of the B&B:93/97 nonrespondents was included in the B&B:93/03 sample.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

2.1.5.2 Second follow-up—B&B:93/97

B&B:93/94 included a transcript component in which eligibility for the B&B:93 cohort was determined for base-year nonrespondents. After data collection was complete for the first follow-up, additional ineligible cases were found in the cohort based on the information obtained from the transcript data. Sample members were retained for follow-up in later rounds if they were found to be eligible in either the CATI or the transcript component. In total, 11,190 cases were retained for the second follow-up, B&B:93/97: 10,080 CATI-eligible cases, 1,090 transcript-eligible cases, and 20 cases for which eligibility was unknown for both components.

2.1.5.3 Third follow-up—B&B:93/03

All of the B&B:93/97 respondents were included in the B&B:93/03 sample. However, because it is more difficult and expensive to locate and interview prior nonrespondents, a subsample of about one-third, or 360 of B&B:93/97 nonrespondents was included. After removing cases identified as deceased, the final sample for B&B:93/03 was 10,440 (see table 4).

The subsample of nonrespondents for B&B:93/03 was stratified by respondent characteristics to ensure that a sufficient range of respondent characteristics was represented. Specifically, controlling for type of institution, age of student, and whether the student was in the teaching pipeline was important for ensuring representativeness of the sample. In addition, stratification by advance tracing outcome and prior-round response status was used to oversample students who were most likely to be located and interviewed.

Three nonrespondent subsampling strata were defined in terms of the B&B:93/03 advance tracing status:

- Students who were located during the advance tracing process (these students are most likely to be found and interviewed);

- Students who were not located during the advance tracing process, but for whom another contact was located; and

- Students who were not located, and for whom no other contact was located (these students are least likely to be found and interviewed).

These three sampling strata were further subdivided based on the control of the base-year institutions and on the response status to B&B:93/94 (respondent or nonrespondent). The final sampling strata for selecting the subsample of B&B:93/97 nonrespondents were defined as shown in table 5.

An indicator of whether the student is in the teaching pipeline and the age of the student were also considered as part of the stratification. However, the "teacher pipeline" indicator was not available for the 460 students who were nonrespondents to both the 1993 and 1997 survey. Of the remainder, almost all were classified as not in the pipeline. Further division based on student age would have created some strata with very few eligible students. For these reasons, age and teacher pipeline status were not used in the stratification. Instead, the file was sorted by age within subsampling strata prior to selecting the sample.

After the nonrespondent sampling strata were defined, a sample allocation was developed that minimized the overall relative cost, subject to constraints that limited the unequal weighting effect, both overall and for each of the 16 B&B strata.[5] The sampling rates and the resulting sample allocations are shown in table 5.

A stratified sample of 360 nonrespondents was selected with probabilities proportional to their B&B:93/94 base weights[6] using the sample allocation shown in table 5. Selection of the

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[5] The B&B strata are the first 16 of the 22 NPSAS:93 institutional strata shown in table 2 that correspond to 4-year institutions.
[6] The weight used was the B&B:93/94 base weight (BNBWT0).

B&B:93/97 nonrespondents with probabilities proportional to these weights was used in order to reduce the overall unequal weighting effects for the sample. These weights are the basis for computation of the B&B:93/03 analysis weights.

Table 5.   Sampling rates and sample allocation for subsampling B&B:93/97 nonrespondents: 2003

Subsampling strata	B&B:93/03 advance tracing status	Control of base-year institution	B&B:93/94 response status	Number eligible	Sampling rate	Subsample size
Total				11,150		10,440
B&B:93/97 respondents				10,090	1.000	10,090
B&B:93/97 nonrespondents				1,070		360
1	Student located	Public	Nonrespondent	170	0.330	60
2		Public	Respondent	120	0.330	40
3		Private[1]	Nonrespondent	90	0.330	30
4		Private[1]	Respondent	90	0.330	30
5	Other contact located, student not located	Public	Nonrespondent	30	0.207	10
6		Public	Respondent	60	0.244	10
7		Private[1]	Nonrespondent	20	0.500	10
8		Private[1]	Respondent	30	0.260	10
9	Neither student nor other contact located	Public	Nonrespondent	180	0.330	60
10		Public	Respondent	110	0.311	40
11		Private[1]	Nonrespondent	120	0.500	60
12		Private[1]	Respondent	60	0.222	10

[1] For the purpose of subsampling B&B:93/97 nonrespondents, private, not-for-profit and private, for-profit institutions were combined due to small cell sizes.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

2.2 Data Collection Design

This section describes the procedures implemented in the full-scale data collection effort for B&B:93/03. Topics discussed include the methods used to locate sample members and to inform them about the study, focusing on the development of a study website and other notification materials. A unique feature of this data collection effort is that a single web-based data collection instrument was developed to be administered to respondents in three modes: self-administered via the Internet, with a trained interviewer over the telephone using CATI, and with a trained interviewer in person using computer-assisted personal interviewing (CAPI). Other topics discussed include training of data collection staff, respondent incentives, and data collection systems.

2.2.1 Pre-Data-Collection Activities

2.2.1.1 Student website

A critical element of B&B:93/03 was the design and implementation of a study website from which sample members could update address information and access the self-administered interview. The website also provided contact information for the study's Help Desk and project staff, links to the National Center for Education Statistics (NCES) and RTI websites, and information about the B&B:93/03 study, such as the history of the study and a summary of findings from prior interviews. Because the website address was included with all mailings to sample members, it could be accessed by sample members beginning with the first prenotification mailing.

The B&B:93/03 website was designed in accordance with NCES web policies. A two-tier security approach was used to protect all address and interview data collected through the website. At the first tier, sample members were required to log on to the secure areas of the website using a unique and randomly assigned Study ID sent by mail. In addition, access to the interview required a password that consisted of information from a prior interview that only the respondent would know. At the second tier of security, data entered on the B&B:93/03 website—both contact information and interview responses—were protected with Secure Socket Layer (SSL) technology, ensuring that only encrypted data were transmitted over the Internet.

2.2.1.2 Advance locating

Advance tracing activities for the full-scale B&B:93/03 were conducted prior to the start of data collection so that updated locating information could be obtained for full-scale sample members (see figure 1). In the fall of 2001, as part of the B&B:93/03 field test, RTI sent the full-scale sample for batch searches conducted on databases from the Department of Education's Central Processing System (CPS), the National Change of Address (NCOA), TransUnion's credit information, Telematch, and ComServ's Death Information System (DIS) databases. In the fall of 2002, RTI resubmitted the full-scale sample to CPS, NCOA, and Telematch to provide more current tracing information. For many sample members, these searches either confirmed existing information or yielded new locating data. Cases for which batch locating efforts were unsuccessful were sent to RTI's Tracing Operations (TOPS) unit for further tracing.

Figure 1. B&B:93/03 data collection process
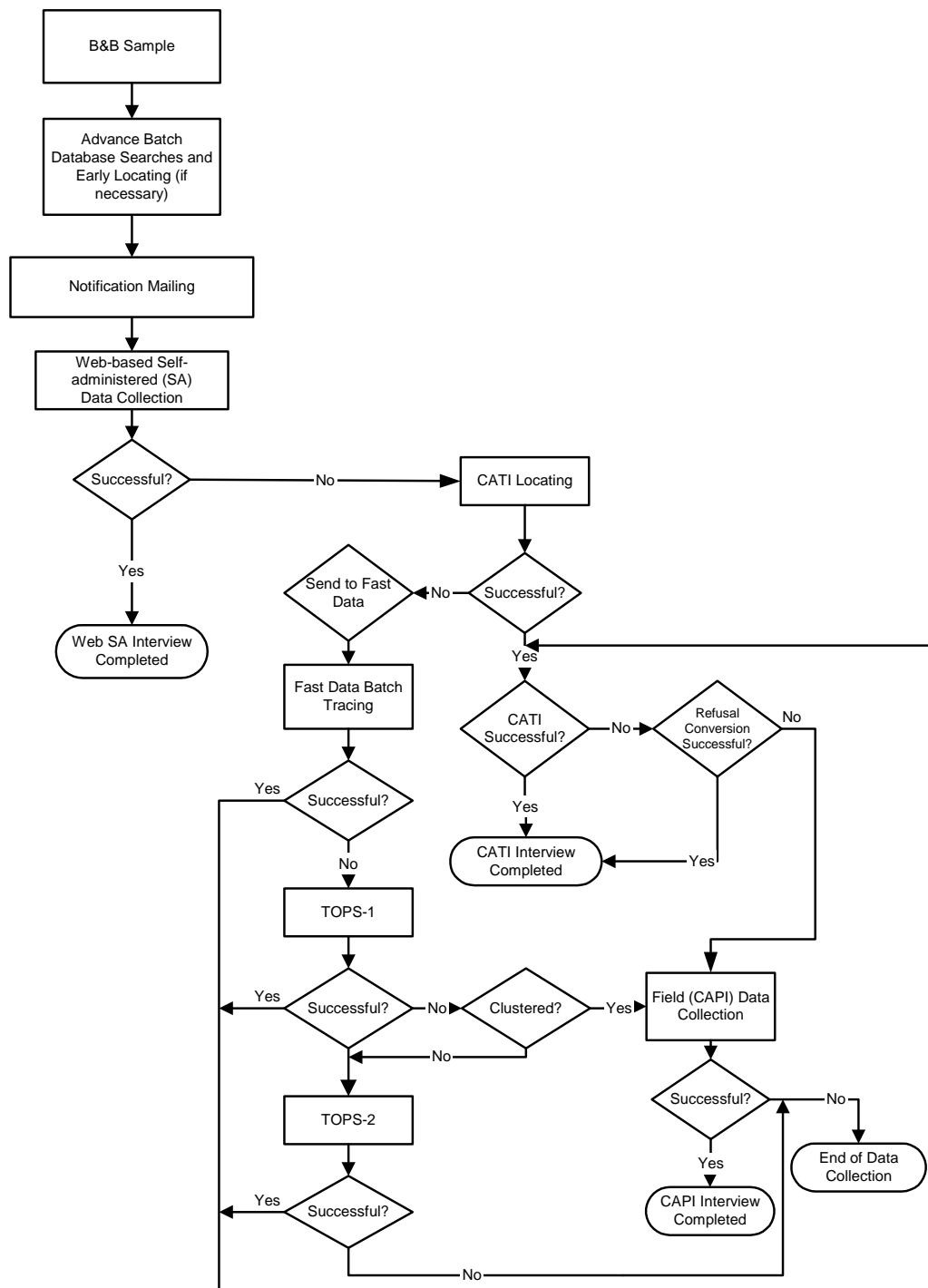
NOTE: CATI = Computer-assisted telephone interview; CAPI = Computer-assisted personal interview; TOPS = Tracing Operations.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

2.2.1.3 Notification materials

The primary goal of RTI's full-scale tracing plan was to make early contact with sample members to evaluate the accuracy of contact information obtained from advance tracing efforts and provide information that would rekindle sample member interest in B&B:93/03. RTI designed several pre-data-collection mailouts to accomplish these goals. All data collection mailout materials are presented in appendix A.

Prenotification mailing. The first step in contacting B&B:93/03 sample members was to send a prenotification mailing 3 months prior to the start of data collection. The prenotification mailing contained materials describing the study, including the study leaflet that described the purpose and history of B&B:93/03. It also included a letter with a Post-it® note attached that listed the B&B:93/03 web address and toll free number, and an address update sheet with a postage-paid return envelope. All materials provided sample members with the website address and a toll-free number to contact the B&B:93/03 project director with any questions or concerns.

If the prenotification mailing was returned as "undeliverable," any new forwarding information provided by the post office was entered into a locator database. Up to two additional mailings were sent to the next "best-known" mailing address for each case in which a mailing was returned as undeliverable without a forwarding address. Cases for which a second remail was returned as undeliverable were sent to TOPS for advance tracing in order to obtain a good address for the subsequent mailings (described below).

2.2.1.4 Notification Mailings

Two weeks before the start of data collection, RTI sent a postcard to all B&B:93/03 full-scale sample members. The postcard reminded sample members that data collection was about to begin and alerted them that a package containing important information about the B&B:93/03 interview would be sent in about a week. The postcard also provided the B&B:93/03 web address and toll-free number.

One week before the start of data collection, RTI mailed lead letter packets to sample members. The mailing included a personalized letter, a Post-it® note with the study website address and toll-free number, a study leaflet, an address update sheet with a postage-paid return envelope, and a magnetic picture frame with an insert displaying the sample member's Study ID and password. The purpose of this mailing was to inform sample members that data collection was starting and to provide information on how to complete the interview.

Both the postcard and lead letter were sent to sample members in three successive waves. The sample was divided evenly into three groups to ensure that the Telephone and Internet Operations (TIO) unit was not overburdened at the start of CATI data collection.

2.2.2 Interview Design

The first step in creating the B&B:93/03 interview was to build upon the data elements used in prior surveys with the B&B:93 cohort. The data elements were developed with input

from the study's Technical Review Panel (TRP) (see appendix B for a list of members) as well as from NCES and other Department of Education staff. See appendix C for the final set of data elements used in the B&B:93/03 survey.

The B&B:93/03 interview was first developed for implementation in the field test and was then revised for full-scale administration based on recommendations from NCES and the TRP. Instrument specifications defined the structure of sections, variable names and definitions, skip patterns, out-of-range limits, and, when necessary, item verifications.

Figure 2 shows the progression and topics covered in the interview sections. The education section gathered information on any postsecondary education obtained since the last interview (B&B:93/97), including formal degree programs (undergraduate and graduate), credit and noncredit coursework, and courses to obtain or maintain certification and licensure. The employment section collected information on employment status, characteristics of respondents' careers, and information concerning any time spent out of the workforce. The next section for teachers and those considering teaching contained questions about teaching (kindergarten through grade 12) to monitor movement into and out of the teacher pipeline and to gather information on teacher preparation, job characteristics, and job satisfaction. To better understand the costs and benefits of obtaining a baccalaureate degree, the finance section contained questions focusing on income, assets, debts, and savings, as well as education loan burden. The final section obtained student demographic characteristics, focusing on marital status and family composition, volunteerism and political activism, as well as disability status. Facsimiles of the B&B:93/03 interview and the previous interviews used for this cohort are provided in appendix D.

A single, web-based instrument was designed and programmed for the B&B:93/03 interview for use in three modes of data collection: as a self-administered web interview, telephone interview (CATI), and field interview (CAPI). B&B:93/03 sample members could access the interview directly from the study website by entering the unique Study ID and password provided to all sample members. Telephone interviewers accessed the web interview through the case management system in RTI's TIO unit. Field interviewers accessed the interview through a case management system installed on each field laptop, and the interview was run from the laptop's own local web server and database engine with interview data downloaded nightly.

Self-administered respondents and interviewers were guided through the interview questions depending on skip logic that used answers to previous questions and preloaded information from previous interviews. When necessary, pop-up messages appeared with text, intended to clarify inconsistent or out-of-range responses or to convert item nonresponse. Coding systems were implemented to standardize the categorization of major, occupation and industry, postsecondary institutions attended by respondents, and, for respondents who taught, elementary and secondary schools in which they worked.

Figure 2.   Progression of the B&B:93/03 interview

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┌─────────────────────────────────────────────────────────────┐
│                   Section A: Education                        │
│   Degrees sought/earned, field of study, schools attended,    │
│       financial aid, attitudes about value of education       │
└─────────────────────────────────────────────────────────────┘
                              │
                              ▼
┌─────────────────────────────────────────────────────────────┐
│                   Section B: Employment                       │
│  Employment status, occupation/industry, job characteristics, │
│       income, job satisfaction, time spent not working        │
└─────────────────────────────────────────────────────────────┘
                              │
                              ▼
┌─────────────────────────────────────────────────────────────┐
│                   Section C: Teachers                         │
│ Certification, grades/subjects taught, job satisfaction, reasons │
│                for staying in/leaving teaching                │
└─────────────────────────────────────────────────────────────┘
                              │
                              ▼
┌─────────────────────────────────────────────────────────────┐
│                   Section D: Finances                         │
│  Household income, educational debt, educational tax credits, │
│      loan forgiveness programs, savings, assets, debts        │
└─────────────────────────────────────────────────────────────┘
                              │
                              ▼
┌─────────────────────────────────────────────────────────────┐
│                   Section E: Background                       │
│  Marital status, family composition, civic participation, disabilities │
└─────────────────────────────────────────────────────────────┘
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SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Since the same instrument was used for all modes of administration, it was important to ensure that self-administered respondents and interviewer-administered respondents could respond to the same stimulus. Several steps were taken to achieve this goal. First, a link to a separate help text window (the same help text was available to interviewers and respondents) was provided on every page so that respondents and interviewers were able to view definitions of terms and clarifications of question intent. Interviewers were instructed to use the help text when needed to make sure that all respondents received the same information when they had questions about a particular item. Another difference due to the mode of administration was that web

respondents were able to read the list of response options, and CATI respondents could not. To remedy this discrepancy, interviewer instructions were displayed (for CATI/CAPI cases only) at the top of each screen indicating whether response options were to be read to respondents. A benefit to CATI/CAPI respondents that web respondents did not share was that interviewers could indicate the progress of the interview and encourage CATI/CAPI respondents to continue. Thus, a progress bar was displayed for self-administered respondents. The progress bar indicated how much of an interview section had been completed and, overall, how many sections had been completed.

2.2.3 Data Collection Activities

2.2.3.1 Staff training

Various types of data collection staff were used for the B&B:93/03 full-scale data collection, including tracing specialists, supervisors and monitors, Help Desk agents, telephone interviewers, and field interviewers. Specialized training sessions were conducted for each of these groups. A sample training agenda and table of contents from a training manual are provided in appendix E. Each training session covered an overview of the study, review of confidentiality requirements, a demonstration interview, question-by-question review of the instrument, as well as hands-on practice with the tracing module, instrument, and coding systems. In addition, each training session contained specialized instruction for each job, as described below.

- *Tracing specialists* received instruction on project-specific tracing protocols for tracing the sample members, as well as on the most effective tracing sources.

- *Supervisors and monitors* received instruction on project specific supervision and monitoring guidelines.

- *Help Desk agents* received training on answering questions about the study, as well as technical questions from sample members, and were trained to document each call made to the study hotline.

- *Telephone interviewers* received information on the content of the interview, as well as on gaining cooperation from sample members, parents, and other contacts, and techniques for refusal avoidance and addressing the concerns of reluctant participants.

- *Field interviewers* received information on the content of the interview, as well as training on field-specific operations, including the field case management system and field tracing procedures.

2.2.3.2 Early response incentive

In an effort to increase response rates and reduce the costs associated with telephone interviewing, all respondents were offered an incentive (a $20 check) for completing the self-administered web interview within the first 3 weeks of data collection. Sample members were notified of this opportunity in the lead letter mailing. Only web self-administered interviewing was possible during this 3-week period.

2.2.3.3 Help Desk

A Help Desk was available throughout data collection to assist sample members who had questions or problems accessing and completing the self-administered interview. The Help Desk was set up to receive inbound calls to a toll-free number, which had been provided to sample members in the study's notification materials. Help Desk staff were trained to assist sample members with both technical questions and questions about the study, as well as to conduct interviews. If sample members called the Help Desk because they had difficulty completing the self-administered interview, Help Desk agents encouraged sample members to complete the interview over the telephone at that time.

Help Desk agents used a specially-designed application to systematically document all calls from sample members. The Help Desk application also provided the following:

- information needed to verify a sample member's identity;

- login information allowing a sample member to access the web interview; and

- reports on the types and frequency of problems experienced by sample members and their resolution status.

2.2.3.4 Interviews

Self-administered interviews. B&B:93/03 introduced self-administered web interviewing as an option to sample members for the first time. There were many unique features and benefits of the self-administered web interview:

- respondents could complete the survey at a convenient time;

- the interview could be completed at any location with computer access (home, work, library, school, etc.);

- respondents were able to break off the interview and resume at another time;

- security features included password-protected login, encrypted data transmission, and automatic logout after idle periods;

- the CATI case management system (CMS) controlled access to active cases so that respondents in the process of completing the self-administered web interview would not be called by an interviewer; and

- if they encountered any problems with the self-administered interview, sample members were offered the option of completing the survey with an interviewer by calling the Help Desk.

Sample members were notified of this data collection option during the initial notification mailing. For the first 3 weeks of data collection, only web interviews were completed unless a respondent called the Help Desk with questions about completing the telephone interview.

Telephone interviews. CATI began at the end of the 3-week web interviewing period. The CATI software used an embedded automated call-scheduler to assign and deliver cases to interviewers. This system allowed calls to be scheduled on the basis of case priority and time of

day. Case assignments made by the scheduler maximized the likelihood of contacting and interviewing sample members by using information from prior call outcomes. The call-scheduler also prevented CATI calls from being made to cases that were currently in progress on the web or had recently been completed.

Limited tracing was conducted by telephone interviewers when sample members could not be located at a known telephone number during CATI. Telephone interviewers used Fast Data and directory assistance services, as well as locating information for the sample member provided by contacts during an earlier interview. Cases that could not be located using any of the existing address information were sent for intensive tracing in RTI's TOPS unit. Cases not located in TOPS were either sent to the field for locating and interviewing or were returned to TOPS for additional intensive tracing (TOPS2).

Field interviews. B&B:93/03 full-scale field CAPI activities began approximately 4 months following the start of CATI. Using the best known address for each case, RTI's Geographic Information System (GIS) program conducted an analysis of the B&B:93/03 sample to determine the 30 geographic areas with the highest density of B&B:93/03 sample members. Based on that analysis, field interviewers (FIs) were hired for each cluster to work any nonrespondent case residing within a 50-mile radius of the cluster center.

Field interviews were conducted by the local FI either in person or by telephone. A Field Management System (FMS) located on each FIs laptop assisted with caseload management. The FMS also updated reports that informed project staff of the progress of the field interviewing effort. Once assigned to the field, cases could not be accessed by CATI interviewers but could still be completed as a self-administered interview over the Internet.

2.2.3.5 Nonresponse incentive

Use of incentives for nonrespondents has been shown to be effective in increasing response rates while containing data collection costs (Riccobono et al. 2001; Wine et al. 2002; Wine et al. 2004). A nonresponse incentive was offered to three types of nonrespondents: those who initially refused the interview, those for whom intensive tracing yielded a good mailing address but no telephone number, and those identified as "hard to reach," that is, those with 15 or more call attempts and those with whom contact had been established but no appointment scheduled. All cases assigned to FIs were also treated as nonrespondent cases. The nonrespondent incentive mailing consisted of a letter tailored to the specific type of nonrespondent (see appendix A) and an offer to receive a $20 check upon completion of the interview.

2.3 Data Collection Systems

2.3.1 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 B&B:93/03 instrument. All information relating to the B&B:93/03 instrument was stored in a Structured

Query Language (SQL) Server database and was made accessible through web browser and Windows VB interfaces. There were three modules within IDADS: specification, programming, and documentation.

2.3.1.1 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 and NCES.

2.3.1.2 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.

2.3.1.3 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), information regarding 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.

2.3.2 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 B&B:93/03 IMS consisted of several components: the management module, the Receipt Control System (RCS) module, and the instrumentation module.

2.3.2.1 Management module

The management module of the IMS included tools and strategies to assist project staff and the NCES project officer in managing the study. All management information pertinent to the study was located there, accessible via the Web, and protected by SSL encryption and password-protected login. Available on the IMS were the current project schedule, monthly progress reports, daily data collection reports and status reports (generated by the RCS described below), project plans and specifications, key project information and 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 National Center for Education Statistics (NCES) could retrieve large files when necessary.

2.3.2.2 Receipt Control System (RCS)

The RCS was an integrated set of systems that monitored 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 TOPS database, 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 electronic mail, transmit completed cases, and receive new cases.

2.3.2.3 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.

2.3.3 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

Full-scale data collection for the 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03) required several steps involved with locating sample members and their completion of either a self-administered, telephone, or in-person interview. This chapter presents the outcomes of the data collection (including interview rates, both overall and by mode) and burden on respondents. It also assesses the effectiveness of the data collection strategies used in locating, contacting, and interviewing sample members.

3.1 Contacting and Interviewing Outcomes

Contacting and interviewing results for the B&B:93/03 full-scale data collection are presented in figure 3. Prior to the start of data collection, 10,440 sample members were considered eligible to participate in the B&B:93/03 interview, including 360 nonrespondents to the B&B:93/97 interview. Of the initial sample, 0.4 percent was found to be either study ineligible or deceased. Ninety three percent of sample members were located (i.e., RTI interviewers reached the sample member in his or her household), and the remaining 7 percent could not be located throughout data collection.

Less than 1 percent, of those located sample members were excluded from data collection because they were found to be out of the country, institutionalized, incarcerated, physically or mentally incapacitated, or otherwise unavailable for the duration of the data collection period. Another 6 percent refused to participate either directly or through a gatekeeper. Among the B&B:93/03 sample members who were eligible for participation, 8,970 were interviewed, for an overall unweighted response rate of 86.3 percent (83.4 percent weighted response rate).

3.1.1 Interviewing Outcomes by Mode

B&B:93/03 used a web-based, multimode data collection strategy which combined self-administered, telephone, and in-person interviewing options. For the first 3 weeks of data collection, only the self-administered web option was available. Help Desk staff were trained to provide assistance with computer problems as needed by web respondents and to complete a telephone interview if the computer problems could not be resolved. At the end of the 3-week, "web-only" period, computer-assisted telephone interviewing (CATI) began with all incomplete cases. Three months following the start of CATI, selected nonrespondent cases were sent to the field for computer-assisted personal interviewing (CAPI).

Completion mode for student interviews is presented in table 6. Although the web, self-administered option was new to the B&B:93 cohort, 38 percent of respondents chose this method, whereas 57 percent of those responding completed their interview by telephone. For the first 3 weeks of data collection, sample members could only complete the B&B:93/03 interview over the Web. Any sample member who completed the interview during the 3-week web period was paid an incentive (see section 3.3).

Figure 3.   Locating and interviewing outcomes
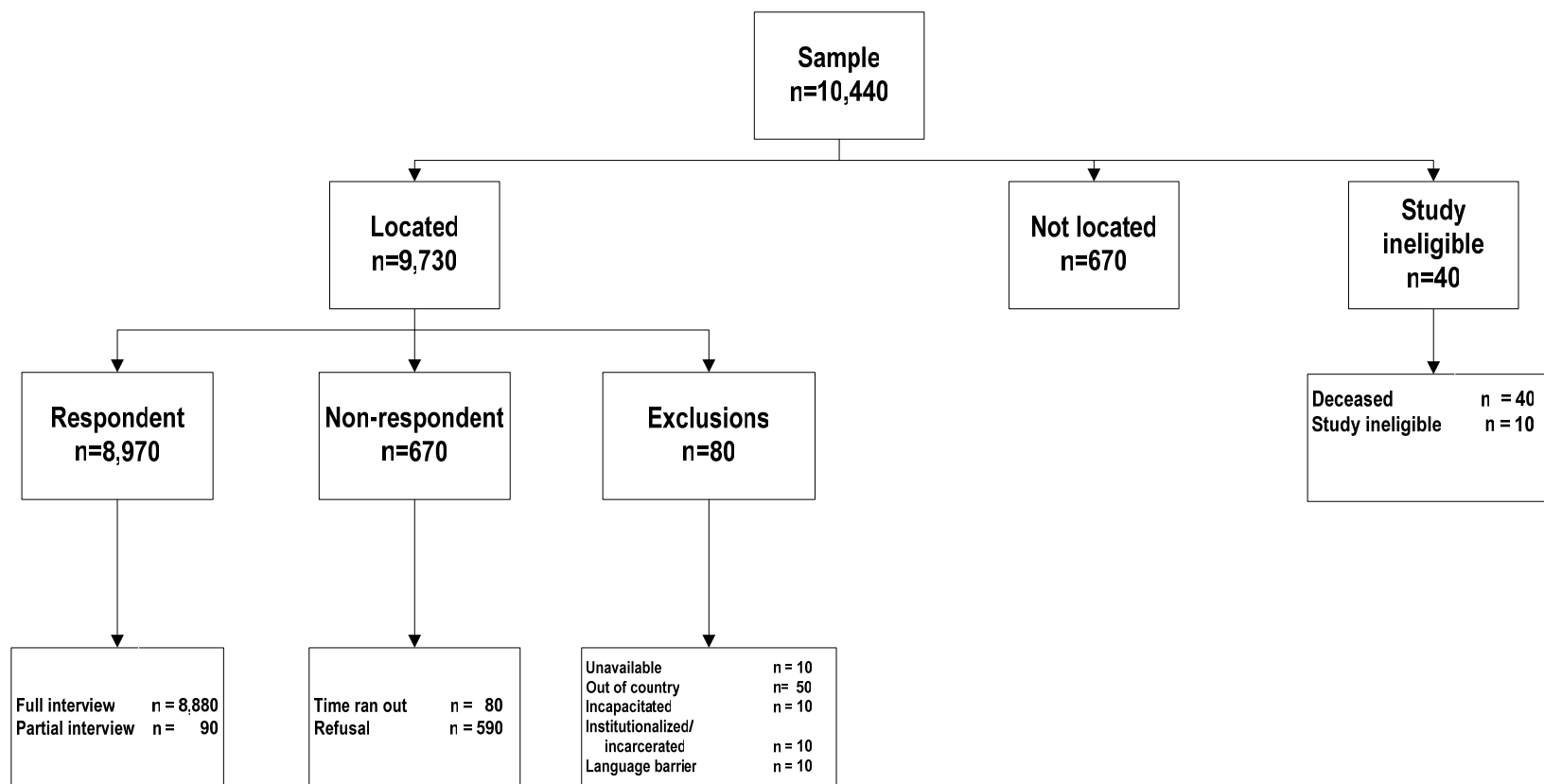
```
                              ┌──────────────┐
                              │   Sample     │
                              │  n=10,440    │
                              └──────┬───────┘
            ┌────────────────────────┼────────────────────────┐
            ▼                        ▼                         ▼
     ┌─────────────┐          ┌─────────────┐          ┌─────────────┐
     │  Located    │          │ Not located │          │   Study     │
     │  n=9,730    │          │   n=670     │          │ ineligible  │
     └──────┬──────┘          └─────────────┘          │   n=40      │
            │                                           └──────┬──────┘
 ┌──────────┼──────────┐                                       ▼
 ▼          ▼          ▼                            ┌────────────────────────┐
┌─────────┐┌──────────────┐┌───────────┐           │ Deceased       n = 40  │
│Respondent││Non-respondent││Exclusions │           │ Study ineligible n = 10│
│ n=8,970 ││   n=670      ││  n=80     │           └────────────────────────┘
└────┬────┘└──────┬───────┘└─────┬─────┘
     ▼            ▼              ▼
```

| Full interview | n = 8,880 |
| Partial interview | n =   90 |

| Time ran out | n =   80 |
| Refusal | n = 590 |

Unavailable	n = 10
Out of country	n= 50
Incapacitated	n = 10
Institutionalized/	
incarcerated	n = 10
Language barrier	n = 10

NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table 6.   Student interview mode of administration: 2003

	Number	Percent
Total	8,970	100.0
Web	3,420	38.2
Computer-assisted telephone interview	5,070	56.5
Computer-assisted personal interview	480	5.3

NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

CATI locating and interviewing began 3 weeks following the start of web data collection and continued for almost 7 months. By the end of data collection, 49 percent of the sample had completed the B&B:93/03 interview by telephone. Although telephone interviewing did not begin until after the web early incentive period expired, about 110 telephone interviews were conducted by Help Desk staff during the incentive period if it was determined that the respondent had insurmountable computer problems, preventing completion of the web interview.

About 3 months following the start of CATI data collection, field interviewers began tracing and interviewing all interview nonrespondents whose last known address was in one of 30 geographic clusters. A total of 700 cases were sent to the field during the 3.5 months of CAPI data collection. Of those, 68 percent completed an interview, which represents 5 percent of all respondents.

Typically, in a longitudinal study, participation in a preceding interview is a good predictor of the likelihood that a sample member will participate in a future interview. For B&B:93/03, a comparison of contact and interview rates in table 7 shows that those who participated in B&B:93/97 were more likely to be both located and interviewed during the B&B:93/03 interview. More B&B:93/97 respondents were located (94 percent) and interviewed (88 percent) than nonrespondents (76 percent contacted [$z = 11.9$; $p < 0.01$] and 52 percent interviewed [$z = 14.1$; $p < 0.01$]).

Table 7.   Contact and interview rates, by prior response status: 2003

	Outcome in B&B:93/03			
	Overall		Percent located	Percent interviewed
Response status in B&B:93/97	Number	Percent		
Total	10,400	100.0	93.5	86.3
Respondent	10,050	96.6	94.1	87.5
Nonrespondent	350	3.4	76.1	51.7

NOTE: Total sample does not include those sample members who were found to be ineligible or deceased. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

3.2 Locating and Interviewing Outcomes

Effectively tracing and locating sample members was critical to the success of the B&B:93/03 data collection effort. Since the last contact with sample members occurred in 1997 or in 1994 for B&B:93/97 nonrespondents, tracing and locating were expected to be particularly difficult. Locating activities required tracing prior to data collection, additional tracing by interviewers during data collection, intensive tracing by RTI's Tracing Operations (TOPS) unit, and tracing by field interviewers. The results of each of these tracing activities are presented below.

3.2.1 Pre-Data-Collection Tracing

Tracing of the full-scale sample began in the fall of 2001 by updating any contact information collected during the B&B:93/94 and B&B:93/97 interviews. Several tracing sources were used, including the Central Processing System (CPS), which contains federal financial aid application information; the National Change of Address (NCOA) from the U.S. Postal Service; databases from Telematch; TransUnion's credit information; and the Death Information System (DIS). Before B&B:93/97 nonrespondents were stratified and subsampled, the entire full-scale sample was sent for batch tracing. Table 8 shows the record match rate for each method of batch tracing employed.

Table 8.   Batch processing record match rates, by tracing source: 2003

Method of tracing	Number of records sent	Percent matched[1]
Central Processing System (2002–03)	11,070	1.7
National Change of Address	11,180	37.4
Telematch	11,180	73.5
TransUnion	11,190	99.0
Death Information System	11,080	0.4

[1]Percent match rate is based on the number of records sent for batch tracing as part of the sample stratification process. Since records were sent to multiple tracing sources, multiple records matches were possible. Because different information was required for each method of tracing, the number of records that could be sent varied by tracing method.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Pre-data-collection tracing continued with a mailout to the 10,400 eligible sample members. By mailing prenotification materials to the best known address for a sample member, more recent information could be obtained from forwarding orders provided by the U.S. Postal Service. In addition, as part of the mailing, sample members were asked to provide an address update either on the study website or on an address update sheet returned to project staff in a self-addressed, postage paid envelope. Overall, 18 percent of sample members provided updates (table 9).

Table 9 shows the contact and interview rates for those who provided an address update by the mode used to provide the update. Self-reported address updates virtually assured contacting and interviewing the sample member. Almost all of those who updated their contact information were subsequently located (99 percent) and interviewed (95 percent). Although the study website could receive address information electronically, almost twice as many updates were received via conventional mail.

Table 9.   B&B:93/03 contact and interview rates, by type of address update reply

Mode of address update	Total	Percent located[1]	Percent interviewed[1]
Total	1,910	99.4	95.0
Hardcopy	1,210	99.4	99.3
Website	690	99.4	99.3

[1] Percentages are based on the total within the row under consideration.
NOTE: Sample members who are deceased, unavailable, or incapitated are excluded. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

3.2.2 Tracing During Data Collection

During data collection, if all leads for a sample member were exhausted before the individual was located, interviewers could opt to send the case for Fast Data batch processing. Fast Data conducts a series of database searches on existing address information available for a case. A total of 2,960 cases were sent to Fast Data, 67 percent of which were returned with new information or a verification of existing information. Of those cases returned, 84 percent were located and 76 percent were interviewed.

3.2.3 Intensive Tracing

If a case could not be located through Fast Data, it was sent for intensive tracing conducted by RTI's TOPS unit. Because their tracing information was assumed to be too outdated to be useful, intensive tracing on all B&B:93/97 field test nonrespondents selected to participate in the B&B:93/03 interview occurred prior to the start of data collection. A number of locating sources were used during intensive tracing, including consumer databases, directory assistance, and internet sources.

Table 10 provides the results of the TOPS intensive tracing efforts; locating and interviewing rates for sample members not requiring TOPS tracing are provided for comparison. Each phase of TOPS tracing allowed for more in-depth tracing efforts. As shown in table 10, of the 2,610 cases traced using TOPS1 procedures, 84 percent were located, with 75 percent interviewed. The most comprehensive stage of locating activities, TOPS2, was used only when all previous tracing efforts failed and the sample member was not sent for field interviewing (only cases located in one of the 30 geographic clusters identified for CAPI were sent to the field). Of the TOPS2 cases, 57 percent could be located, with 51 percent interviewed. Clearly, compared with TOPS1 cases, TOPS2 cases were more difficult to locate ($z = 9.1$; $p < 0.01$) and, once located, more difficult to interview ($z = 6.6$; $p < 0.01$).

Sample members who were not B&B:93/97 respondents tended to be difficult to locate even after TOPS1 and TOPS2 tracing activities were completed. Of the B&B:93/97 nonrespondents sent for TOPS1, only 52 percent were located and 37 percent interviewed. Of the cases sent for TOPS2, only 40 percent were located and 36 percent interviewed.

Table 10.   Contact and interview rates, by intensive tracing status: 2003

Intensive tracing status	Total	Percent located	Percent interviewed
Total	10,400	93.5	86.3
Cases requiring first level intensive tracing (TOPS1)	2,610	84.2	75.3
Cases requiring second level intensive tracing (TOPS2)	310	57.0	51.1
Cases not requiring intensive tracing	7,480	98.3	91.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

3.3 Early Response Incentive

As discussed above, only the web-based, self-administered interview was available at the start of data collection. Sample members were given 3 weeks to complete the interview themselves, and those who did complete during the first 3 weeks of data collection were paid a $20 incentive. Of the 3,420 respondents who completed a self-administered interview, 47 percent completed it during this 3-week period. An additional 2 percent of respondents began the interview on the Web, but completed it in CATI or with a field interviewer (and, therefore, are counted as either a CATI or CAPI complete rather than as a web complete) during the 3-week period.

3.4 Refusal Conversion Efforts

Refusal conversion procedures were used to gain cooperation from individuals who refused to participate in the interview. When a refusal was first encountered, either because the sample member refused or because a "gatekeeper" refused on behalf of the sample member, the case was referred to a refusal conversion specialist. Refusal conversion specialists were selected from among those interviewers most skilled at obtaining cooperation and were given training in refusal conversion techniques tailored to the B&B:93/03 interview. The training emphasized how to gain cooperation, overcome objections, address the concerns of gatekeepers, and encourage participation.

Of the 10,400 sample members, 10 percent were referred to refusal conversion specialists. Among those, 49 percent were successfully converted, i.e., the interview was completed. Most of the converted interviews (60 percent) were completed by telephone, with 39 percent completed by Web and only 1 percent completed by field interviewers.

Table 11 provides a breakdown of refusal conversion rates by prior response status. Not surprisingly, B&B:93/97 respondents were less likely to refuse to participate in the B&B:93/03 interview than were nonrespondents ($z = -5.2$; $p < 0.01$). In addition, conversion rates were higher among B&B:93/97 respondents than among nonrespondents. Of the B&B:93/97 respondents who refused to participate in the B&B:93/03 interview, 51 percent were eventually completed. Of the B&B:93/97 nonrespondents who refused, only 32 percent completed the interview. Participation in prior B&B:93 cohort interviews tended to increase the likelihood of agreeing to be interviewed for B&B:93/03 ($z = 2.01$; $p < 0.05$).

Table 11.   B&B:93/03 refusal and refusal conversion rates, by prior response status

Prior response status	Total	Percent ever refused B&B:93/03 interview	Percent interviewed, after refusal
Total	10,400	9.5	49.4
1997 Respondents	10,050	8.9	51.2
1997 Nonrespondents	350	26.4	32.3

NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

3.5 Nonresponse Incentive

In addition to the early response incentive described above, an incentive was used later in the B&B:93/03 data collection process to reduce nonresponse among four groups: those who initially refused to participate in the study, those who were difficult to reach by telephone, those who could not be located but for whom a contact person could be reached, and those who started the web interview but did not complete it. Sample members in the four groups were sent a personalized letter with instructions for completing the interview either by Web or by calling the study's toll-free telephone number. The letter also indicated that respondents would receive a $20 personalized check for completing the B&B:93/03 interview.

Table 12 presents the contact and interview rates for the nonrespondent groups. About half of the B&B:93/03 sample (50 percent) was eligible for a nonresponse incentive at some point during data collection, once the early response incentive period ended. Of those, 85 percent were eventually located and 55 percent interviewed. Almost all (93 percent) refusal cases were located (the remaining 7 percent of cases became refusals because of gatekeeper refusals), with a 55 percent conversion rate once the incentive was offered. Those respondents whose cases were designated as "unable to locate" were difficult to reach to offer the incentive; 73 percent of those originally classified as unlocatable were eventually located by an interviewer; and, once located, 9 percent were interviewed.

Table 12.   B&B:93/03 contact and interview rates when an incentive was offered, by interview status

Interview status	Total	Percent located[1]	Percent interviewed[1]
Total	4,330	85.3	55.2
Refusal	1,320	92.7	54.5
Hard to reach	1,490	85.3	65.9
Unable to locate	300	73.2	9.4
Partial web interview	1,220	80.2	54.0

[1] Percent based on total within row under consideration.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

3.6 Interview Burden

The time burden associated with completion of the B&B:93/03 interview was calculated separately for each mode of data collection: self-administered, CATI, and CAPI. For the purposes of this analysis, however, CATI and CAPI timing data have been combined.

Figure 4 provides a visual representation of how the on-screen and transit times were determined. Two time stamp variables were associated with each interview question. The first, the start timer, was set to the clock time on the respondent's or interviewer's computer at the time that a particular web page was displayed on the screen. The second time stamp variable, the end timer, was set to the clock time on the respondent's or interviewer's computer at the moment the respondent or interviewer clicked the "Continue" button to submit the answers from that page.

From the two time stamp variables, an on-screen time and transit time were calculated. The on-screen time was calculated by subtracting the start time from the end time for each web page that the respondent received. The transit time was calculated by subtracting the end time of the preceding page from the start time of the current page; it includes the time required for the previous page's data to be transmitted to the server, for the server to store the data and assemble and serve the current page, and for the current page to be transmitted to and loaded on the respondent's or interviewer's computer.

A *total on-screen time* was then calculated for all respondents by summing the on-screen times for each web page that the respondent received. For each respondent, a *total transit time* was calculated by summing all the transit times. The total on-screen and total transit times were then summed to determine the *total instrument time*.

Table 13 presents the timing results (in minutes; combining on-screen and transition times) for the entire interview and by interview section, for all respondents who completed the entire interview.[7] It also presents timing results when the interview is self-administered and when the interview is interviewer-administered (combining CATI and CAPI results). Sections are listed in the table in the order in which they were presented during the interview. Overall average time to complete the interview was just under 35 minutes, summing both on-screen and transit time.

The longest section in the interview was the employment section, which took an average of 11.6 minutes to complete. Employment questions focused primarily on two jobs—the job held in February and the job held at the time of the interview, if different. For those who earned a graduate degree since the last interview, a third set of questions was asked about the first job after degree completion (again, if different from the current job). For those unemployed at least once since the last interview, questions were asked about the duration, reasons, and specific dates for each spell of unemployment. Consequently, time in the employment section was higher for those with multiple jobs or multiple bouts of unemployment, or both.

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[7] Partial interviews were excluded from the timing analysis.

Figure 4.   Visual representation of on-screen and transit times
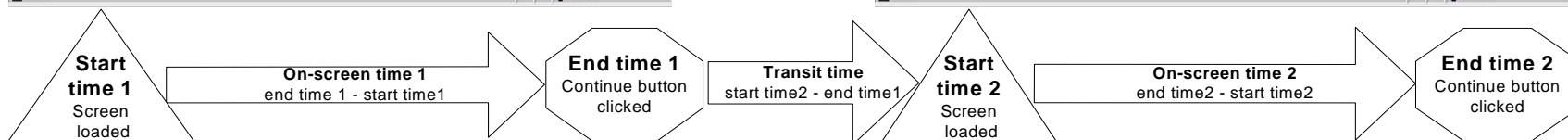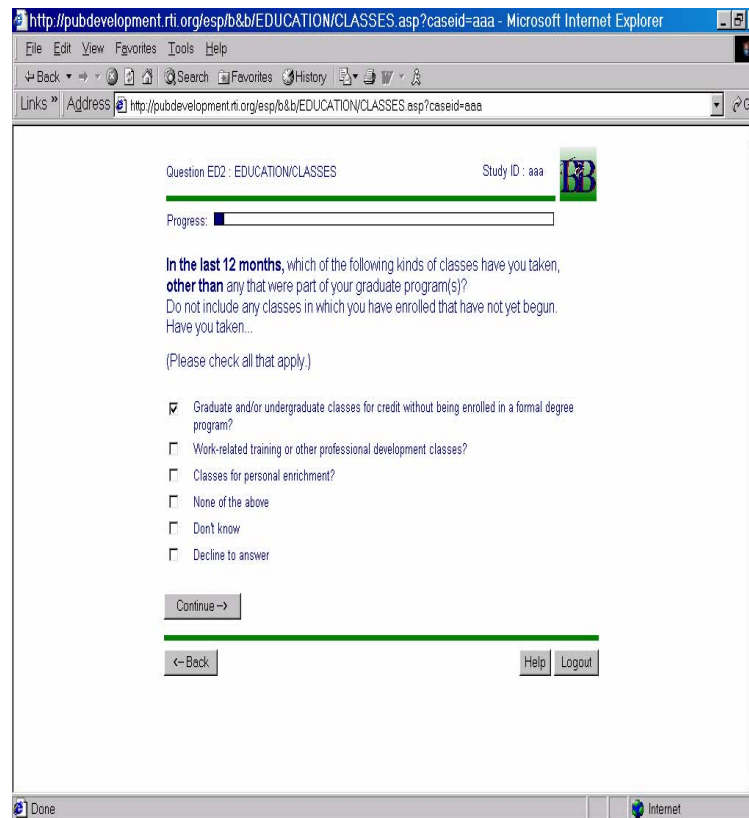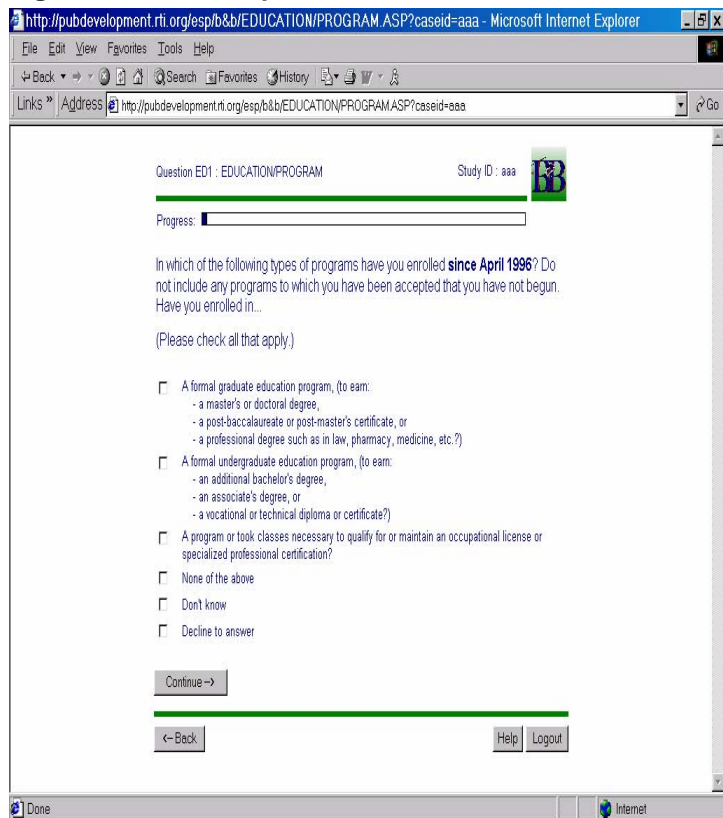
Total On-screen time = On-screen time 1 + On-screen time 2 +…+ On-screen time N
Total Transit time = Transit time 1 + Transit time 2 +…+ Transit time N
Total Instrument time = Total On-screen time + Total transit time

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

The education section averaged 8.0 minutes to complete. Because the education section collected all education experiences, many respondents were required to answer sets of questions about enrollment in formal education programs as well as in personal enrichment and employment training courses. Those who enrolled in multiple graduate, undergraduate, and/or certificate programs looped through item sets for each program attended.

The third section of the interview focused on questions for those who entered the teacher pipeline upon completion of the bachelor's degree in the 1992–93 school year, and any new entrants to the pipeline since 1992. Those respondents who had not taught and who had no interest in or plans for teaching were skipped out of the teacher section entirely, after they answered the initial gate questions. Overall, average time in the teacher section was 3.1 minutes. However, the average time for this section for respondents in the teacher pipeline was 10.8 minutes and was only 1.0 minute for non-teachers. The background section, which collected information on family status, citizenship, political activities, volunteerism, and disability status averaged only 3.9 minutes to administer. The last section, on finance, was modified after the B&B:93/03 field test to include sets of yes/no questions rather than questions asking for specific dollar values for assets and debts. As a result, average time in the finance section decreased from 10.3 to 5.3 minutes.

Table 13 also compares average times to complete the total interview and the individual interview sections when the interview is self-administered or interviewer-administered (CATI/CAPI). There was no difference detected in the total completion time by mode of administration. Self-administered interviews averaged 34.4 minutes, and telephone interviews averaged 34.8 minutes to complete ($t = -1.48$; $p < 0.1387$).

Table 13. Average minutes to complete B&B:93/03 student interview, by interview section and mode of administration

Instrument section	All respondents	Self-administered interviews	Interviewer-administered interviews
Total interview[1]	34.6	34.4	34.8
Section A – Education	8.0	7.6	8.3
Section B – Employment	11.6	11.4	11.7
Section C – Teacher	3.1	2.7	3.4
Section C – Teacher (teachers)	10.8	10.3	11.1
Section C – Teacher (non-teachers)	1.0	1.0	1.0
Section D – Background	3.9	3.8	4.1
Section E – Finance	5.3	4.9	5.5

[1] Total interview time combines on-screen and transit times across all sections and respondents.
NOTE: Outliers were excluded from this analysis. Outliers were identified separately for each section and for the total interview, therefore, individual section times do not sum to the total interview times. An outlier was defined as any case whose completion time exceeded two standard deviations above or below the average time for a given section. Interview times are presented only for completed interviews (partial interviews were excluded.)
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Although there was no difference by mode in the total interview completion time, there were differences within the sections. Outliers were defined separately for the total interview and for each individual section because of the nature of the self-administered interview. First, respondents were able to break off and resume the interview as was convenient for them. Second, the web-based interview automatically logged off after a predefined period of inactivity for security purposes. For these reasons, it would be possible for a self-administered respondent to have been identified as an outlier in one or more of the sections but not for the overall interview, or vice versa. Because the outliers were potentially different within the sections and for the total time, it is possible to see significant differences in section times but not for the total interview time.

More specifically, interviewer-administered interviews took significantly longer than self-administered interviews for all sections. For the education section, interviewer-administered respondents took 8.3 minutes compared with 7.6 minutes for self-administered respondents ($t = -7.19$; $p < 0.001$). The difference in total times for the employment section was small but significant (11.7 minutes for interviewer-administered and 11.4 minutes for self-administered; $t = -3.90$; $p < 0.001$). Observed differences by mode were larger for teachers. Respondents in the teacher pipeline who completed the interviewer-administered survey took 11.1 minutes, and self-administered teachers took 10.3 minutes ($t = -2.99$; $p < 0.05$). For non-teachers, however, the difference by mode was very small (1.03 minutes for interviewer-administered and 1.00 minutes for self-administered; $t = -2.28$; $p < 0.05$). In the background section, interviewer-administered respondents took 4.1 minutes compared with 3.8 minutes for interviewer-administered respondents ($t = -9.76$; $p < 0.001$). The finances section took 5.5 minutes for interviewer-administered respondents and 4.9 minutes for self-administered respondents ($t = -13.39$; $p < 0.001$).

It is likely that interviewer-administered respondents took slightly longer to complete the interview sections because respondents and interviewers were engaged in a conversation, and respondents had to wait for interviewers to read the entire question and response options (depending on the nature of the screen and the interviewer instructions[8]). Self-administered respondents, however, could read and respond to interview questions more quickly because they were able to read the entire screen at once.

Table 14 shows the total interview time broken into its components: time on-screen and time in transit. CAPI respondents have been excluded from this analysis since the CAPI was housed locally on each interviewer's laptop, which made transit times virtually instantaneous. Overall, self-administered respondents had a greater average total transit time (10.0 minutes) than did CATI respondents (5.7 minutes; $t = 34.7$; $p < 0.0001$).

However, when transit time is removed from the total interview time, average on-screen time for self-administered respondents (24.4 minutes) is actually significantly *less* than for CATI respondents (29.1 minutes; $t = -23.05$; $p < 0.0001$). At the end of the survey, a short debriefing section asked questions about users' experiences in completing the web survey. As part of the

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[8] To minimize mode differences and ensure that all respondents were exposed to the same information, interviewer instructions were included on every form of the questionnaire for CATI and CAPI interviews. These instructions indicated to interviewers how to handle response options (e.g., whether the response options should be read aloud or not).

debriefing section, self-administered respondents were asked which type of internet connection they used to access the survey. Table 15 presents the average total interview times and transit times by type of internet connection, as well as the percent of total interview time accounted for by transit time.

About 20 percent of self-administered respondents completed with a dial-up connection via modem, and about 35 percent of self-administered respondents completed the survey with a fast connection (including cable modem, DSL, ISDN, LAN, etc.) Dial-up modem users took longer to complete the total interview (41.0 minutes; $t = 24.6$; $p < 0.0001$) and had longer transit times (16.1 minutes; $t = 46.6$; $p < 0.0001$) than did users with a fast connection (30.0 minutes to complete the interview and 6.3 minutes for transit time). Likewise, the percent of the total interview time taken by transit was longer for dial-up users than for users with a fast connection (39 percent compared with 21 percent, respectively; $z = 10.1$; $p < 0.01$).

Table 14. Average on-screen and transit times in minutes, by response mode: 2003

Instrument section	Average total time	Average total on-screen time	Average total transit time
All web and CATI[1] respondents	34.6	27.4	7.2
Web respondents	34.4	24.4	10.0
CATI respondents	34.8	29.1	5.7

[1]CATI = Computer-assisted telephone interview. Computer-assisted personal interviewing (CAPI) cases were excluded from this analysis.
NOTE: Times are presented separately for time on-screen and time in transit. Interview times are presented only for completed interviews (partial interviews were excluded). Outliers were identified separately for each section, and for the total interview. An outlier was defined as any case whose completion time exceeded two standard deviations above or below the average time for a given section. Outliers were also excluded from this analysis.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table 15. Average minutes to complete B&B:93/03 student interview, by interview and transit time, and internet connection speed

Internet connection speed	Average total time	Transit time	Percent total time in transit	Percent of cases
Dial-up modem	41.0	16.1	39.2	18.6
Fast connection	30.0	6.3	21.0	36.1
Cable modem	29.1	5.7	19.5	16.5
Digital Subscriber Line (DSL)	29.6	6.0	20.2	9.7
ISDN	30.8	8.2	26.6	0.7
Corporate LAN (TI,T3, etc.)	32.0	7.7	24.1	9.2
Don't know	38.0	12.1	31.8	8.4
Other	39.8	13.0	32.7	0.7

NOTE: At the end of the interview, a debriefing section was included that asked questions about self-administered respondents experiences in completing the web survey. Data presented here are based on the self-administered respondents who answered the debriefing questions. Fast connection is the average interview time of respondents with a Cable Modem, Digital Subscriber Line, ISDN, or Corporate LAN. Average total time is sum of on-screen and transit times.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

3.7 Staff Burden and Effort

3.7.1 Help Desk

To better understand the issues encountered by sample members attempting the web interview, a software program was created to document each Help Desk incident that occurred during the field test. For each incident, Help Desk staff confirmed contact information for the respondent and recorded the respondent's Study ID, a description of the problem and resolution, its status (pending or resolved), and the approximate time it took to assist the caller.

Help Desk staff were trained both to work the Help Desk hotline and to conduct telephone interviews when needed. Help Desk operators also responded to e-mail messages sent to the project e-mail account and to voice mail messages left by sample members when the Call Center was closed. Each of these types of contacts was entered into the Help Desk system and documented. Almost 10 percent of sample members called the Help Desk during data collection, most of whom (89 percent) only needed to contact the Help Desk one time.

Table 16 provides detail on the types of incidents encountered for cases that required Help Desk assistance. The majority of incidents (56.4 percent) recorded by the Help Desk were from sample members requesting their Study ID or password, or both, with 9 percent of the calls asking about browser settings and computer problems. Program errors, reports of perceived logic problems, and reports of website unavailability together accounted for only 4 percent of Help Desk calls. Almost 20 percent of sample members called the Help Desk to complete the interview over the telephone. (Those attempting to complete the self-administered interview using a dial-up modem were encouraged to complete a telephone interview to minimize the time required to participate.) The remaining 9 percent of Help Desk calls were for other problems not otherwise classified.

Table 16.   Response pattern, by Help Desk incident type: 2003

Type of incident	Total incidents recorded[1]	Percent of total incidents
Total cases with an incident	1,000	100.0
Study ID/password	560	56.4
Browser settings/computer problems	90	8.5
Program error	20	2.1
Routing/skip problems	#	0.2
Website unavailable	10	0.7
Question about study/instrument	30	3.3
Complete interview by telephone	200	19.7
Other problems, not classifiable	90	9.0

Rounds to zero.
[1] Multiple incidents were possible for each sample member.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

3.7.2 Interviewer Hours and Number of Calls

Telephone interviewing required over 15,440 telephone interviewer hours, exclusive of training, supervision, monitoring, administration, and quality circle meetings. The average time spent per completed interview was 3.09 hours. Since the average time to administer the interview was 35.3 minutes for CATI cases, the large majority of interviewer time was spent in other activities. The bulk of time was devoted to locating and contacting the sample member. Although a small percentage of noninterview time was required to bring up a case, review its history, and close the case (with the appropriate reschedule, comment, and disposition entry when completed), the bulk of time was devoted to locating and contacting the sample member.

Table 17 shows the number of telephone calls made per case, overall, and by prior response status. About 252,350 telephone calls were made during data collection, excluding those made by field interviewers, with an average of 24.3 calls made per sample member. Those interviewed were called 20.6 times, on average, less than half the average number of calls made to those not interviewed (47.3) ($t = 18.9$; $p < 0.0001$). Sample members who were nonrespondents in 1997 were called an average of 32.3 times, compared with the average of 24 calls to those who were respondents in 1997 ($t = 3.7$; $p < 0.001$).

Table 17. Average calls per case, by interview status and prior response status: 2003

	Number of cases	Number of calls	Average calls per case
Total	10,400	252,350	24.3
Interview status B&B:93/03			
Respondent	8,970	184,780	20.6
Nonrespondent	1,430	67,580	47.3
Interview status B&B:93/97			
Respondent	10,050	240,980	24.0
Nonrespondent	350	11,380	32.3

NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Interview nonresponse is an increasing problem for CATI and CAPI studies, affecting the cost of data collection and the quality of the resulting data. Call screening devices, such as telephone answering machines, Caller ID, call-blocking, and privacy managers, help sample members avoid unwanted telephone calls, but they can also affect the representativeness of data, lower study response rates, and increase project costs by requiring additional call attempts and interviewer time.

Of the 10,400 sample members, 70 percent had at least one answering machine event. An average of only 4.1 calls was required to obtain an interview in cases in which no answering machine was reached during the course of contacting the respondent, compared with 32.9 calls in cases in which an answering machine was reached at least once. The 30 percent of cases not reaching an answering machine required significantly fewer calls than those reaching an answering machine at least once ($t = -58.3$; $p < 0.0001$). In addition, cases with no answering

machine events had a much lower rate of ever refusing (2.9 percent) than did cases with one or more answering machine events (12.2 percent, $\chi^2 = 222.2$; $p < 0.0001$).

3.8 Conclusion

The B&B:93/03 data collection offered sample members a web, self-administered interview option for the first time, with about one-third of the sample completed the interview by Web. Despite the 6 years since the last contact with the cohort, tracing and locating efforts for B&B:93/03 were successful, with most of the sample located. Interviewing was successful once a sample member was located—over 92 percent of those located were interviewed. Use of incentives improved response rates when used early in data collection with web respondents and later in data collection with refusals and hard-to-reach cases.

Comparison of interview times by mode showed that, while interviewer-administered interviews and self-administered interviews took about the same amount of time overall, there were significant differences in how that time was spent. Compared to self-administered interviews, interviewer-administered interviews required more on-screen time to read questions and record responses. In contrast, self-administered interviews required more time in transit than did interviewer-administered interviews, primarily due to slower modem connections.

Throughout data collection, interviewers spent the majority of their time tracing and locating sample members. The prevalent use of answering machines made reaching B&B:93/03 sample members difficult.

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Chapter 4
Evaluation of Data Quality

The full-scale 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03) used a web-based instrument that could be either self-administered by sample members or administered to sample members by an interviewer. As part of data collection, a number of evaluations to assess the quality of the data collected by the B&B:93/03 instrument were designed. These evaluations were conducted in three major areas, each of which can impact data quality: the usability of the instrument, the effectiveness of the instrument as a multimode interview, and the effectiveness of the data collection design. The results of each evaluation are presented separately below.

4.1 Usability of the Instrument

Developing a functional web survey for B&B:93/03 meant developing a usable application. "Usability" refers to the ease with which users can work with an application to easily and quickly attain their objectives. In the context of the B&B:93/03 field test interview, users were defined as the sample members, and their objective was to complete the survey without undue burden. To the extent that the web survey is not "user friendly," data quality could be adversely affected, resulting in lower response rates and higher break-off rates. During the B&B:93/03 field test, several steps were taken to ensure usability of the field test instrument, including usability testing, evaluating two types of on-screen motivators, and development of effective on-screen help text and coding systems. Evaluating usability across modes, when appropriate, further ensured that usability was maintained for both types of users, that is, for both sample members and interviewers. Based on findings from the field test, design changes were implemented prior to the start of full-scale data collection (Wine et al. 2004).

4.1.1 Help Text

Help text was available for every web screen of the B&B:93/03 instrument. Help text screens displayed instructions on how to enter responses, the type of information requested, and definitions of words or phrases within an item. In addition, there were general help screens available that provided information on the type of internet browser to use and how to answer the survey questions (i.e., how to use a check box, drop-down box, or radio button). On every help text screen, a toll-free number to the B&B:93/03 Help Desk was provided. Counters were used to determine the number of times that each help screen was accessed. Items with high rates (in excess of 10 percent) of help text access indicated that web respondents or computer-assisted telephone interviewing (CATI)/computer-assisted personal interviewing (CAPI) interviewers needed additional information about the question before giving a valid response.

For most screens in the B&B:93/03 interview, help text usage rates were consistently under 1 percent. Only one item, GRAID1 (*Which of the following types of financial aid have you received to help cover educational expenses for your [fill degree type]?*), showed a help text access rate in excess of 10 percent. For this item, a lengthy list of options, from student loans to personal loans and tuition waivers, was provided, and respondents were to select all options that

applied. The item was administered to only the 260 respondents to whom it applied, and 55 percent of the total help text hits for this screen were made by web respondents.

4.1.2 Coding Systems

The B&B:93/03 web instrument included tools that allowed online coding of literal responses for occupation, industry, major/field of study, and area of licensure or certification. When self-administered by B&B sample members, help text and limited supporting text on screen are available to assist with online coding. When administered as a telephone or in-person interview, interviewers can take advantage of the availability of the respondent to clarify coding choices at the time the coding was performed, thereby improving data quality. Interviewers use probing techniques to facilitate the online coding process.

Throughout data collection, coding experts examined samples of each set of coding results for completeness and for the correctness of codes selected by respondents (self-administered interviews) and interviewers (CATI and CAPI interviews). These expert coders determined whether the selected code was the appropriate code, whether a different code should have been assigned, or whether a string was too vague to be evaluated for recode. For the full-scale data collection, up to 50 percent of all codes were selected for evaluation. Verbatim strings and codes were provided to coders as a single data file, irrespective of the mode of data collection (self or interviewer-administered interview).

Table 18 shows the results of the recode analysis for each coding system. Overall, almost 73 percent of the original codes were appropriate given the verbatim string provided by respondents. About 4 percent of the strings were determined to be too vague to evaluate. Major/field of study had the lowest rate of correct codes at 63 percent ($\chi^2 = 15.5$; $p < 0.01$).

Table 18.   Summary of B&B:93/03 recode results

Type of coding	Coding attempts sampled	Percent original code correct	Percent text string too vague to code
Total	10,380	72.5	4.4
Occupation	4,620	72.2	0.2
Industry	3,720	70.9	8.2
Major/field of study	520	62.8	10.5
License/certificate	1,520	80.5	5.9

NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

A comparison of recode results by mode of data collection is presented in table 19. In general, interviewers tended to do somewhat better than sample members in selecting the correct code. Overall, the original codes assigned by interviewers were considered correct by expert coders (75 percent) more often than were codes selected by self-administered respondents (68 percent; $\chi^2 = 72.1$; $p < 0.0001$). The rates at which original codes were determined to be correct were higher for interviewer-provided responses for the occupation ($\chi^2 = 48.3$; $p < 0.0001$) and industry ($\chi^2 = 35.1$; $p < 0.0001$) coding systems than they were for respondent-provided

Table 19.   Summary of B&B:93/03 recode results, by mode of interview administration

Type of coding	Web respondents			CATI/CAPI		
	Coding attempts sampled	Percent original code correct	Percent text string too vague to code	Coding attempts sampled	Percent original code correct	Percent text string too vague to code
Total	3,960	68.1	4.4	6,430	75.1	4.5
Occupation	1,790	66.6	0.4	2,830	75.8	0.1
Industry	1,310	65.9	8.1	2,410	73.6	8.3
Major/field of study	240	67.1	6.8	290	59.2	13.6
License/certificate	620	77.9	7.0	900	82.4	5.1

NOTE: CATI = Computer-assisted telephone interview; CAPI = Computer-assisted personal interview. Detail may not sum to total because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

codes. However, these rates did not differ for the major/field of study ($\chi^2 = 7.1$; $p = 0.07$) and licensing/certification ($\chi^2 = 5.0$; $p = 0.17$) coding systems.

4.2 Effectiveness of the Instrument

During the B&B:93/03 full-scale data collection, data quality was evaluated, in part, by the effectiveness of the web-based instrument in collecting the desired data. Evaluations of rates of indeterminate responses and of incomplete interviews (break-offs) assessed the completeness of the data collected, and a reliability reinterview assessed the temporal stability. The results of each of these evaluations are presented below.

4.2.1 Indeterminate Responses

An important measure of data quality is the rate of item-level nonresponse. Achieving low rates of item-level nonresponse is particularly important when surveys offer a self-administered component since interviewers are not present to persuade respondents to provide a definitive response. In the B&B:93/03 field test instrument, "don't know" and "refuse to answer" were provided as response options for every item. Results of the field test showed that having these explicit options may have encouraged nonresponse. Self-administered respondents were twice as likely to provide an indeterminate response as were their CATI/CAPI counterparts (Wine et al. 2004).

To minimize item-level nonresponse, several changes were made to the full-scale instrument. First, the "don't know" and "refuse" options were removed from the screen entirely. Instead, respondents could use the "continue" button to proceed without answering if an answer was unknown or they refused to answer a particular item. Second, if respondents continued through three consecutive items without providing a response, a generic pop-up box was presented to remind them of the importance of their continued participation in the interview. The pop-up box is presented in figure 5.

Figure 5.   Pop-up box presented when respondents failed to respond to three consecutive questions in the B&B:93/03 full-scale interview
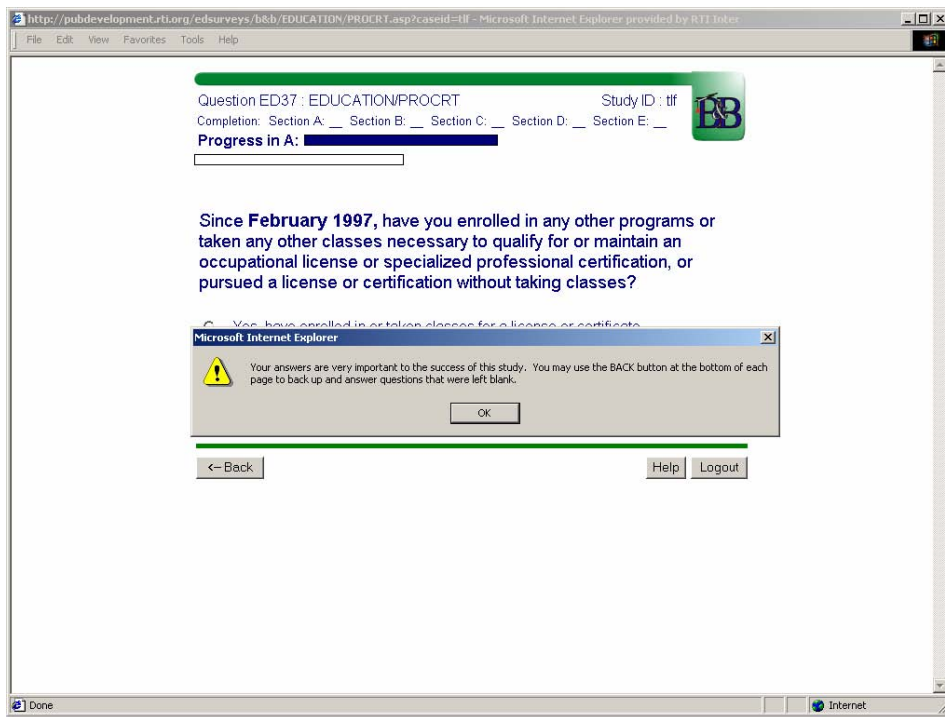
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Another change in the full-scale interview required identifying several items as providing key information for the final follow-up. For these items, tailored text was prepared describing why a particular item was important to the study. If one of the key items was not answered, it was displayed again with special text included to encourage respondents to provide an answer. This conversion text provided respondents more specific information on why the question being asked was of particular importance to the success of the B&B:93/03.

With the presentation of the conversion text, a "don't know" option was added to the choices of response options. For the four key items on income, the conversion text was presented but, rather than providing a specific dollar value, respondents selected from among several categorical income ranges, and the "don't know" option. A sample of one of the items with conversion text is shown in figure 6. Once presented with the conversion text, respondents could select one of the original response options, choose the "don't know" option, or continue without providing a response. The effectiveness of this approach to converting indeterminate responses is discussed below.

The last modification to the full-scale interview was to change the nature of the information requested for particularly sensitive items that had high rates of missing data in the field test. For example, in the field test interview, respondents were asked to provide specific dollar amounts for any assets they held at the time of the interview. In the full-scale interview, respondents were asked more general questions about the types of savings vehicles they used. The new format decreased the rate of nonresponse for these sensitive items.

Figure 6.   Sample response conversion text presented when respondents to the B&B:93/03 full-scale interview did not respond to key interview items
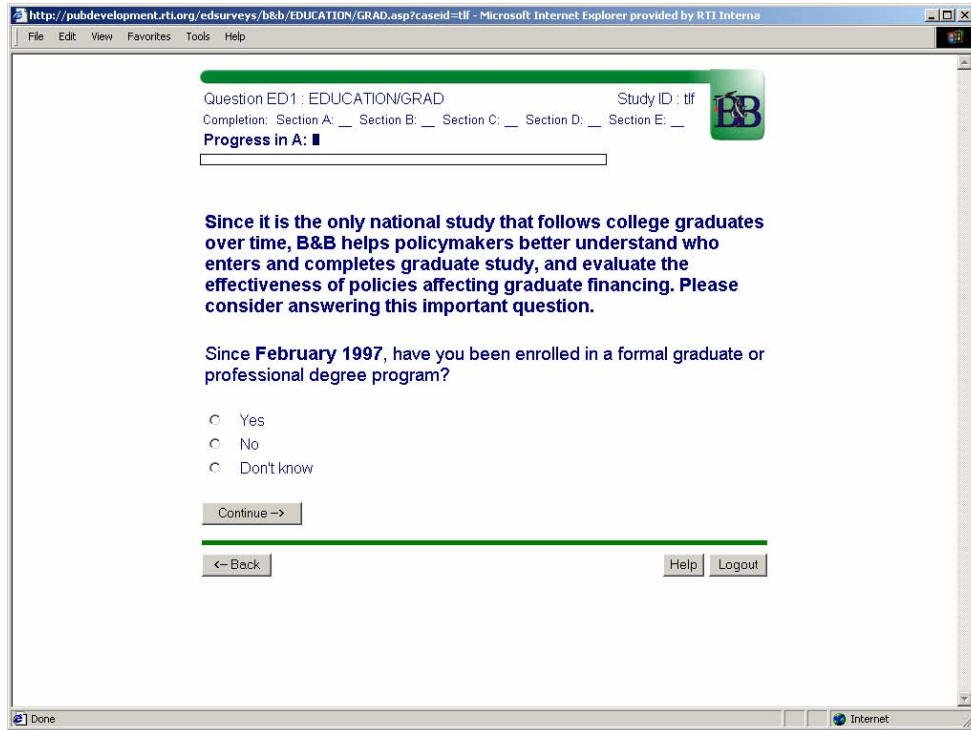
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Together, the strategies implemented for the full-scale interview served to reduce item-level indeterminacy over the field test. Only the 20 full-scale items (3 percent of the total number of items in the interview) shown in table 20 had missing data at a rate of 10 percent or higher. It is worth noting that there was no difference in the overall rate of missing data when the interview was self-administered (2 percent) and when it was interviewer-administered (2 percent; $z = 0.19$; $p > 0.10$).

For the full-scale interview, none of the items in the education section had item nonresponse at 10 percent or higher. In the employment section, only the item that asked if the respondent was looking for work while he/she was not working in February had 12 percent nonresponse. Web respondents were less likely to provide an indeterminate response (7 percent) than were CATI/CAPI respondents (20 percent, $\chi^2 = 15.0$; $p < 0.0001$).

In the teaching section, teachers were asked about the dates they began and ended teaching jobs held since 1997 and about the schools in which they taught during the 6 years elapsed between 1997 and 2003. Up to 16 percent of teachers asked could not provide information on the school that employed them prior to their current school. However, since the questions required recall of dates and other details, the observed nonresponse was likely the result of not knowing an answer rather than refusing to provide an answer. Twelve percent of teachers did not provide a response for the item asking for the primary reason they left teaching. No differences were observed in the rates of indeterminacy by mode for the items in the teacher section.

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Table 20. B&B:93/03 interview item nonresponse for items with more than 10 percent missing

Interview item, by section	Number asked	Percent blank[1]
Employment		
Looked for work in February	450	11.5
Teachers		
Teaching beginning month	720	13.0
Teaching beginning year	720	15.5
Teaching school name	720	15.2
Teaching ending month	720	13.5
Teaching ending year	720	13.2
Teaching school state	660	12.5
Teaching school city	720	12.8
Teaching school identifier	720	11.6
Non-teaching position planned	500	12.2
Finances		
Year that spouse repaid loans	1,210	16.3
Spouse loans: total amount	5,780	12.3
Year repaid loans	260	10.1
Background		
Impairment: hearing	280	30.8
Impairment: visual	280	30.8
Impairment: speech	280	30.8
Impairment: mobility	280	30.8
Impairment: learning disability	280	30.8
Impairment: mental	280	30.8
Impairment: other	280	30.8

[1] Item nonresponse rates were calculated based on the number of sample members for whom the item was applicable and asked.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Because nearly 25 percent of the field test finance questions resulted in rates of indeterminacy of 10 percent or more, many of the items were revised prior to the full-scale data collection to be less sensitive. As a result, only three items in the finance section for the full-scale interview had an indeterminacy rate of 10 percent or more. These items asked about education loan repayment, including the year the respondent's education loans were repaid, the amount of education loans owed by the spouse, and the year in which the spouse's loans were repaid. Spouse's total loan amount had an indeterminacy rate of 12 percent. Web respondents (15 percent) were more likely than CATI respondents to provide an indeterminate response for this item (9 percent, $\chi^2 = 42.5$; $p < 0.001$). Items related to the year of loan repayment for both the respondent and spouse had high rates of missing data at 10 percent and 16 percent, respectively. Web respondents were more likely to provide an indeterminate response (21 percent) for the year of spouse's loan repayment than CATI/CAPI respondents (8 percent, $\chi^2 = 36.6$; $p < 0.0001$).

As shown in table 20, only one item in the background section, which asked respondents who had previously indicated having a disability to report their disabling condition, had an indeterminacy rate of at least 10 percent. In fact, the rate of nonresponse (31 percent) was quite high, perhaps due to the sensitivity of the question. No mode differences were observed in the rates of indeterminacy for this item.

Table 21 presents the results of offering conversion text for 20 key items in the full-scale interview. For each item targeted, the number reaching the text is shown, together with the number and percentage providing a definitive response (i.e., either selecting a response option or choosing "don't know"). Also shown is the number and percentage who continued through the item without providing a response, effectively refusing to respond. The conversion text successfully converted responses from missing for 18 of the 20 items targeted. The item with the lowest conversion rate at 33 percent—currently looking for work—had only three nonrespondents. After reading the conversion text, 52 percent of respondents who initially did not provide a response to the monthly rent or mortgage payment item ended up providing a response (either definitive or don't know).

Table 21.   Effectiveness of directed text in converting nonresponse to key interview items: 2003

Key interview items, by section	Number reaching conversion text	Percent of converted responses	Percent of refusal responses
Education			
Attended a formal graduate program	10	100.0	0.0
Employment			
Current employment status	40	94.6	5.4
Current/most recent job title	50	79.3	20.8
Current job: hours per week	20	75.0	25.0
Currently looking for work	#	33.3	66.7
Salary range values	650	82.8	17.2
Teacher salary range values	70	87.0	13.0
Teachers			
Ever worked as teacher or aide	20	88.9	11.1
Currently considering teaching	20	100.0	0.0
Currently employed as teacher	20	100.0	0.0
Done anything to prepare self to teach	30	100.0	0.0
Ever licensed/certified to teach	#	100.0	0.0
Finances			
Estimated income range	680	81.0	19.1
Estimated total household income range	890	74.2	25.8
Undergraduate loans: total amount	140	82.0	18.0
Undergraduate loans: amount owed	110	90.5	9.5
Postbaccalaureate loans: total amount	80	73.5	26.5
Postbaccalaureate loans: amount owed	20	100.0	0.0
Monthly payment on education loans	30	73.1	26.9
Monthly rent or mortgage payment	540	52.0	48.0

Rounds to zero.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Responses could have been converted to one of the provided response options or to a "don't know" response. As shown in table 22, the percentage of respondents providing an explicit response (i.e., a response other than "don't know" for an item) ranged from 0 percent to 100 percent. Even for those income items considered most sensitive, response conversion was high.

Table 22.   Effectiveness of directed text in evoking an explicit response to key interview items: 2003

Key interview items by section	Number converted	Percent provided explicit response
Education		
Attended a formal graduate program	10	90.9
Employment		
Current employment status	40	100.0
Current/most recent job title	40	100.0
Current job: hours per week	20	40.0
Currently looking for work	#	0.0
Salary range values	530	91.6
Teacher salary range values	60	88.3
Teachers		
Ever worked as teacher or aide	20	93.8
Currently considering teaching	20	83.3
Currently employed as teacher	20	100.0
Done anything to prepare self to teach	30	96.4
Ever licensed/certified to teach	#	100.0
Finances		
Estimated income range	550	90.1
Estimated total household income range	660	78.8
Undergraduate loans: total amount	110	56.1
Undergraduate loans: amount owed	100	50.5
Post-baccalaureate loans: total amount	60	50.8
Post-baccalaureate loans: amount owed	20	66.7
Monthly payment on education loans	20	57.9
Monthly rent or mortgage payment	280	52.9

Rounds to zero.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

4.2.2 Break-offs

Of the 8,970 interviews conducted during the full-scale B&B:93/03, only 1 percent were partial interviews (i.e., broken off before the end of the interview). To be considered a partial interview rather than a nonresponse, a respondent had to answer questions at least through the end of the first section, education. Slightly more than half of the break-offs (53 percent) occurred at some point in the employment section. There was not a particular point within a section at which the majority of break-offs occurred. In the teaching section, about one-third (30 percent) of the break-offs occurred at the first question. No other pattern of interview break-off was observed.

4.2.3 Reliability of Responses

As they completed the main B&B:93/03 interview, a subsample of 500 respondents was selected at random to complete a reinterview designed to assess the temporal stability of selected interview items. The reinterview sample was evenly divided by mode of response with 250 self-administered respondents and 250 telephone interview respondents chosen. Preloaded information and gate questions from the initial interview were preloaded for the reinterview to ensure that questions were asked in the same way and with the same wording across the two interviews. Reinterviews were conducted in the same mode as the initial interview, about 3 weeks following its completion. By the end of data collection, 36 percent of the self-administered respondents and 75 percent of the telephone interview respondents completed the interview.

Responses in the initial interview and the reinterview were compared to determine the percentage of reinterview responses that matched the original responses from the main interview. For categorical data, agreement required an exact match of interview and reinterview responses. For continuous data, responses were considered to agree when reinterview values were within one standard deviation of the main interview values. The results of the reliability reinterview analysis are presented in table 23 by interview section. Overall, percent agreement rates for the full-scale interview, which ranged from 71 to 97 percent, showed marked improvement over agreement rates achieved during the field test reinterview, which ranged from 55 to 91 percent.

Twelve items from the education section were included in the reinterview. Reliability for these items was good, with percent agreement rates ranging from 73 to 93 percent. The first set of questions asked about aspects of the respondent's undergraduate education that he/she considers very important to his/her life now. Generally, these questions had moderate percent agreement rates (between 73 and 79 percent). One item, selected if none of the listed aspects were important, had a high percent agreement rate (90 percent).

A second set of education items asked respondents to select those aspects of their life now for which they believe their undergraduate education was very important preparation. The pattern of reliability results was consistent with those of the previous set of education items, with percent agreement rates ranging from 74 to 93 percent. Again, the "none of the above" item had a high percentage of agreement (93 percent). The other two items in this section, both related to professional certification, provided reliability results with percent agreement of 77 and 83 percent.

Like education, percent agreement rates calculated for the employment section were fairly strong overall. Five questions asking respondents to rate which factors were very important to their current/most recent employment, like similar items in the education section, showed the greatest range in agreement rates (71 percent to 97 percent). The question asking respondents to confirm employment in February of 2003 had high agreement from initial interview to reinterview (95 percent). Of the mismatches in response between interviews, 4.4 percent resulted from respondents changing a "no" response to "no-for a specific reason" response, or the converse.

Eight questions from the finance section were included in the reinterview. As discussed above in the section on indeterminate responses, these items were redesigned after the field test data collection to be less sensitive with the goal of improving item-level response rates. Agreement for these items ranged from 77 to 92 percent.

Table 23.   Percent agreement for items in the reinterview, by main interview section: 2003

Variable label	Percent agreement[1]
Education	
Value of undergraduate education: particular major(s) chosen	76.0
Value of undergraduate education: liberal arts courses taken	79.1
Value of undergraduate education: professional courses taken	72.5
Value of undergraduate education: quality of instruction	76.3
Value of undergraduate education: internship and other work	75.3[*]
Value of undergraduate education: none of the above	90.3
Undergraduate preparation: work and career	85.9
Undergraduate preparation: further education	74.4
Undergraduate preparation: financial security	80.3
Undergraduate preparation: none of the above	92.5
Graduate/undergraduate program required for certification	82.9
Took classes for professional certification	76.6
Employment	
More than one career in last 10 years	83.2
Expect same type of work in 3 years	91.2
Working in February 2003	94.7
Importance of undergraduate education	75.6[*]
Importance of graduate education	97.0
Importance of any other education	73.1
Importance of formal on the job training	71.2
Importance of experience from other jobs	78.8
Taken any leave for children	78.8
Current job: year started	95.2
Finances	
Own collectibles	87.6
Savings: savings account	84.4
Savings: money market	82.5
Savings: certificate of deposit	88.4
Savings: stocks/bonds/mutual funds	84.1
Savings: retirement account	92.2
Savings: cash value life insurance	76.9
Savings: other	84.4

[*] Difference between web respondents and CATI respondents statistically significant ($p < 0.05$).
[1] Percent agreement reflects an exact match of the paired interview/reinterview responses for categorical items.
NOTE: Analyses were conducted only for respondents with determinate response on both the initial interview and the reinterview; not all questions applicable to all respondents.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

As part of the reinterview analysis, percent agreement rates for self-administered and telephone interview respondents were compared to determine the extent of difference in rates due to mode of interview completion. Two items in the reinterview—value of undergraduate internship and other work experience and importance of undergraduate education to current employment—showed statistically significant differences by mode. The first item, on internships and other work, had a statistically significant difference in the rate of agreement by mode ($\chi^2 = 4.25$; $p < 0.05$) such that self-administered responses showed higher percent agreement over time (81 percent) than did those who completed a telephone interview (71 percent). For the item rating the importance of undergraduate education, percent agreement was higher for those completing the telephone interview (80 percent) than for those who completed the self-administered interview (70 percent; $\chi^2 = 4.33$; $p < 0.05$). No other differences by mode were observed.

In summary, percent agreement for items included in the reinterview was good overall, suggesting that responses were reliable over time. The somewhat mixed rates for reinterview items requiring respondents to indicate if something was "very important" were not surprising for two reasons. First, while reinterviews generally occurred as early as 3 weeks after the initial interview, many were actually conducted much later than that—up to 3 months later—due to delays locating respondents and gaining their continued cooperation. Respondents' value ratings could have changed naturally in the time between the first and second interviews. In addition, since these items required respondents to define "very important" for themselves, this subjectivity may have introduced additional response variance between the initial interview and reinterview.

4.3 Effectiveness of the Data Collection Design

Effectiveness of the data collection design for the B&B:93/03 field test, the final measure of data quality, was measured through quality assurance monitoring and quality circle meetings. Results for both evaluations are presented below, along with a summary of quality circle meetings held throughout data collection.

4.3.1 Quality assurance CATI monitoring

Regular monitoring of telephone interviews leads to better interviewing and data quality as well as improvements in data collection costs and in the efficiency of the telephone facilities. To ensure that sufficient monitoring occurred for the full-scale B&B:93/03, monitoring sessions were conducted during day, evening, and weekend shifts. Monitors listened to and simultaneously viewed the progress of interviews using remote monitoring telephone and computer equipment. 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 delivery) and (2) accurate keying of the response (error in data entry).

Measures of question delivery and data entry were developed and daily, weekly, and cumulative reports produced. Monitoring took place throughout data collection, with a total of 10,640 items monitored. During the final weeks of data collection, monitoring efforts were scaled back due to lighter caseloads. Among the 10,640 items observed, only 115 delivery errors and 66 data entry errors were observed. Error rates in delivery and data entry, by week of data

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collection are shown in figures 7 and 8, respectively. The relatively high error rates in the early weeks and in Week 11 of data collection can be attributed to the assignment of newly trained interviewers to the study. The spikes in the upper control limit are due to the low number of monitoring observations during that period.

Figure 7.   Error rates for computer-assisted telephone interviewing (CATI) question delivery: 2003
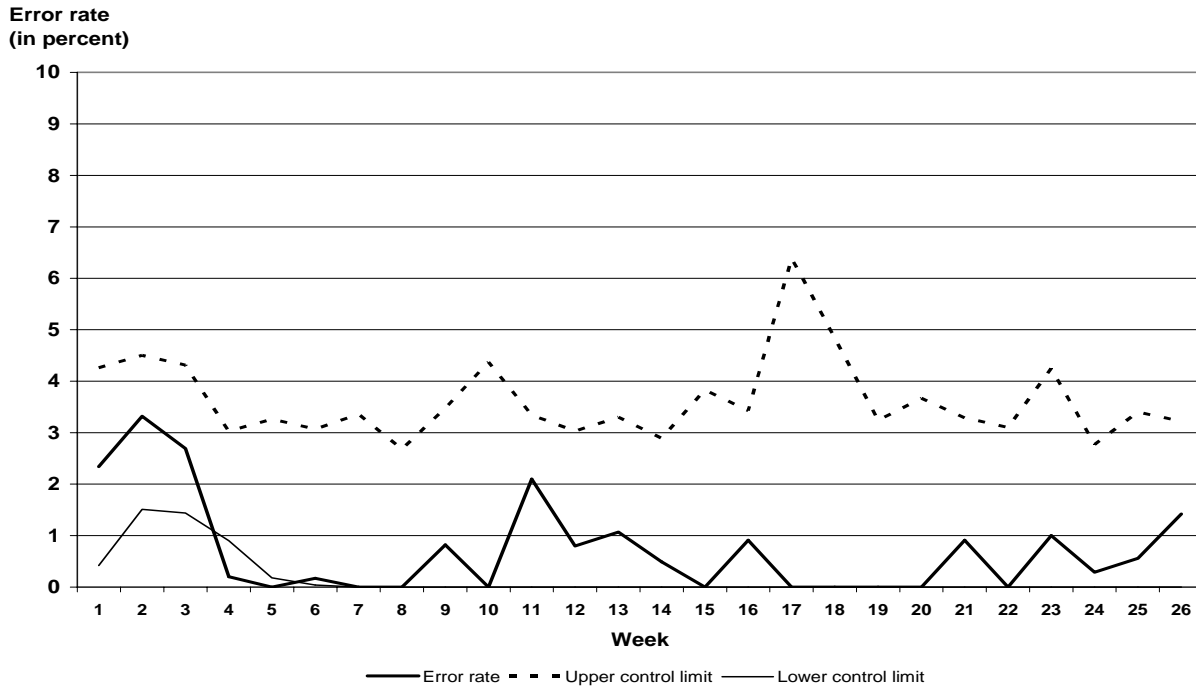
NOTE: The upper and lower control limits were defined by three times the standard error of the proportion of errors to the number of questions observed for the period (upper control limit : + 3 times the standard error; lower control limit: -3 times the standard error).
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Figure 8.   Error rates for computer-assisted telephone interviewing (CATI) data entry: 2003
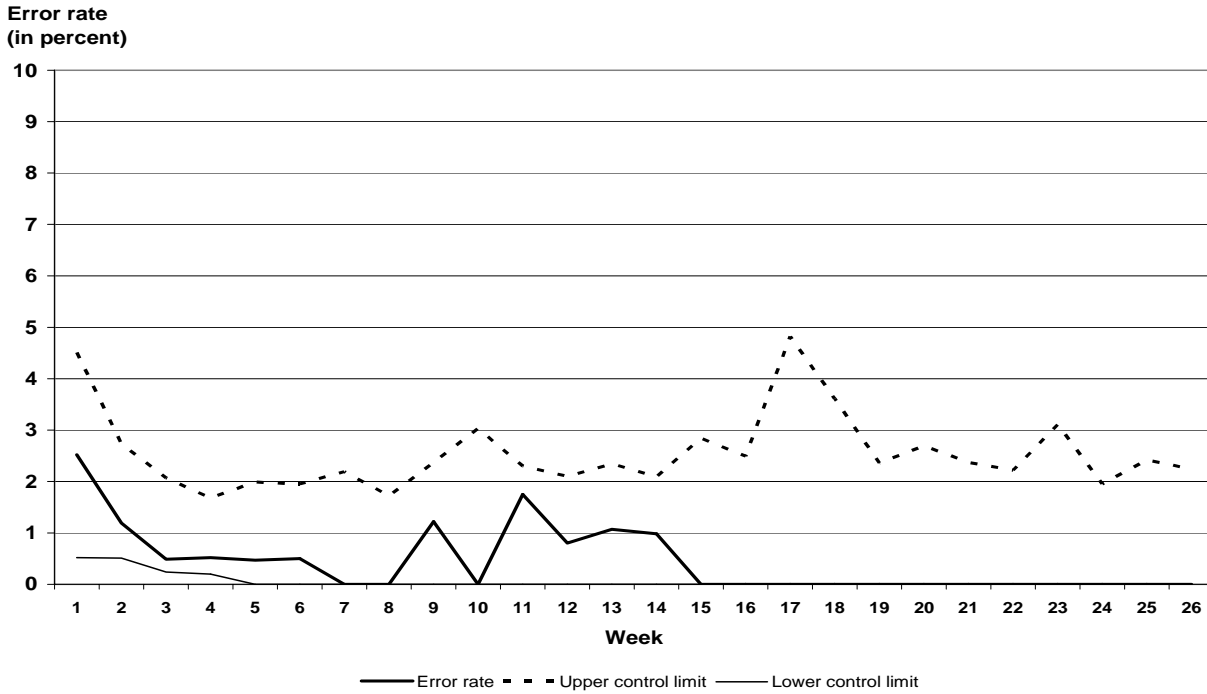
**Error rate
(in percent)**

Error rate ━━━ Upper control limit ▬ ▬ ▬ Lower control limit ━━━

NOTE: The upper and lower control limits were defined by three times the standard error of the proportion of errors to the number of questions observed for the period (upper control limit : + 3 times the standard error; lower control limit: -3 times the standard error).
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

4.3.2 Quality circle meetings

        Quality circle meetings provided an opportunity for B&B:93/03 interviewers to discuss data collection issues with project staff. Topics discussed during these meetings covered all aspects of data collection, including Help Desk, tracing and locating, and interviewing. Meetings were scheduled weekly during the day and evening shifts to ensure that all telephone interviewers had an opportunity to attend. Summaries of the discussions and decisions addressed during these meetings were compiled and distributed to all interviewers in the form of a newsletter. Issues covered in quality circle meetings included problem sheets, coding strategies, achieving gatekeeper cooperation, interview logic, and clarification of the intent of questions and help text.

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Chapter 5
Variable Construction and File Development

As the fourth and final interview with the B&B:93 cohort, the data files for the 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03) contain a number of component data files from a variety of sources in addition to those files created from the interview itself. 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.[9] This chapter describes each data file and details the data editing and documentation process.

5.1 Overview of the B&B:93/03 Data Files

The B&B:93/03 data files contain student-level and institution-level data collected from student interviews and government financial aid databases. The primary analysis file, from which the study DASs were constructed, contains data for approximately 11,100 study respondents. The primary analysis file contains over 2,900 variables, developed from B&B:93/03 interview data and data from previous interviews with the B&B:93 cohort. 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 imputations.

Complete data for B&B:93/03 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 B&B:93/03 ECB contains information about the following files:

- *2003 Derived Variables File*—Contains the composite (derived) variables developed for use on the B&B:93/03 public release DAS. [B03DAS.DAT]

- *2003 Student Interview Data File*—Provides student-level raw data collected from the 9,000 sample members who responded to the B&B:93/03 interview. The file excludes any "verbatim" variables, which are on the Verbatim Data File described below. [B03STUD.DAT]

- *2003 Postsecondary Institution Data File*—Provides data obtained from the student interview on postsecondary institutions attended since the 1997 interview (B&B:93/97). Although this is a student-level file, a sample member may have more than one record in the file since there is a separate record for each postsecondary institution attended by the sample member. [B03SCH.DAT]

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[9] The ECB and 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.

- *2003 Elementary/Secondary School Data File*—Provides school data obtained from the student interview for all elementary and secondary schools in which a respondent taught since the last interview. Records were created from the most recent Common Core of Data (CCD) and Private School Survey (PSS) databases available from NCES. [PSS.DAT, CCD.DAT, UNCODSCH.DAT]

- *2003 Coding Results File*—Contains the verbatim text strings and resulting codes from the coding systems used during the 2003 student interview. For respondents who have pursued additional postsecondary education, major field of study is provided. For employed students, industry and occupation are included.   One record is provided per student. [B03CODE.DAT]

- *2003 Interview Preload File*—Contains those data preloaded from earlier data collections for use during the 2003 interview for the 8,970 respondents. Some preloaded variable values were updated as a result of the interview. Consequently, caution is needed when using this file for analytic purposes. [B03PREL.DAT]

- *CPS Data Files*—Contains data received from matches to the Central Processing System (CPS) [10] database for each consecutive academic year (AY) since the last follow-up. From 1999–2000 through 2002–03, up to 420 sample member records were matched to the CPS. [CPS9900.DAT, CPS0001.DAT, CPS0102.DAT, CPS0203.DAT]

- *NSLDS Loan File*—Contains raw loan-level data from the National Student Loan Data System (NSLDS) for the students who received federal loans originated at any time before December 2003. This is a history file with multiple records for each student. [NSLDS.DAT]

- *Weights File*—Contains one analysis weight and 42 Balanced Repeated Replication (BRR) weights created for cross-sectional analysis of B&B:93/03. In addition, a panel weight and 42 BRR weights are included for longitudinal analysis of those who responded to each of the four interviews—base year, B&B:93/94, B&B:93/97, and B&B:93/03. Weights for each of the earlier interviews are included on their respective files (described below). [B03WEIGHT.DAT]

- *NPSAS:93 File*—Contains the base-year data included in the NPSAS:93 ECB subset to the B&B:93 sample. Includes the derived variables contained on the DAS, the derived CADE and CATI variables, the weights file and the derived variables from the National Student Loan Data System (NSLDS). [N93B03.DAT; N93BDERV.DAT; N93BCADE.DAT; N93BCATI.DAT; N93BRTI.DAT; N93BB4NS.DAT]

- *B&B:93/94 File*—Contains all data on the B&B:93/94 first follow-up ECB. Includes derived DAS and CATI variables, the weights file, and files created from the student transcript abstraction. [BB94ECB6.DAT; SCGRADE.DAT; SCGRADE.TXT; STUDMST.DAT; STUDCRS.DAT; SCHLMST.DAT]

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[10] The Central Processing System is a database maintained by the Department of Education which contains data from the Free Application for Federal Student Aid (FAFSA) for all students who applied for federal aid.

- *B&B:93/97 File*—Contains all data on the B&B:93/97 second follow-up. Includes derived DAS and CATI variables and the weights file. [B97DAS.DAT; B97ECB7.DAT]

5.2 Data Coding and Editing

The B&B:93/03 data were coded and edited using procedures developed and implemented for previous National Center for Education Statistics (NCES)-sponsored studies. The coding and editing procedures fell into two categories: online coding and editing performed during data collection, and post-data-collection data editing.

5.2.1 Online Coding and Editing

The B&B:93/03 follow-up study used one major system—a web instrument—for all data collection. The web instrument included online coding systems which categorized user-provided input into specific codes for major field of study, occupation, and industry. In addition, online coding systems were used to collect Integrated Postsecondary Education Data System (IPEDS) information for all postsecondary institutions attended since the B&B:93/97 interview and elementary/secondary school information for all respondents who taught at the elementary and/or secondary level since the last interview.

The web-based data collection system also included edit checks to ensure that the data collected were within valid ranges. To the extent feasible, this system incorporated across-item consistency edits. Whereas more extensive consistency checks would have been technically possible, use of such edits was limited to prevent excessive respondent burden. Below is a description of the online range and consistency checks incorporated into the B&B:93/03 web instrument.

General Verifications

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

- If, in response to a "check all that apply" question, a valid answer and the "none of the above" option were both checked, respondents and interviewers were advised to uncheck other options before checking the "none of the above" option.

- Pop-up messages confirmed responses which fell outside prespecified ranges for selected numeric values such as income and hours worked per week.

- Consistency checks identified conflicting responses (e.g., if the beginning date for a job was later than the end date provided, or if the highest grade taught was lower than the lowest grade taught) and allowed respondents the opportunity to change answers as appropriate.

5.2.2 Post-Data-Collection Editing

Both during and upon completion of data collection, edit checks were performed on the B&B:93/03 data file to confirm that the intended skip patterns were implemented during the

interview. At the conclusion of data collection, special codes were added as needed to indicate the reason for missing data. Missing data within individual data elements can occur for a variety of reasons. Table 24 lists each missing value code and its associated meaning in the B&B:93/03 interview.

Table 24.   Description of missing data codes: 2003

Missing data code	Description
–1	Don't know
–3	Not applicable
–6	Bad data, out of range
–7	Item was not reached (partial interviews)
–8	Item was not reached due to an error
–9	Data missing, reason unknown

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

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 (e.g., citizenship serves as a date for voter registration which serves as a gate for voting behavior items). Therefore, validating the gate-nest relationships often required much iteration and many multiway cross-tabulations.

The data editing process for the B&B:93/03 data involved a multistage process that consisted of the following steps:

Step 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. 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.

Step 2.   Legitimate skips were identified using the interview 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 over-wrote valid data which 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.

In cases where it could not be determined whether nested items had been legitimately skipped because the response to the gate item was indeterminate (either blank, -9, or don't know, -1), the edit code replaced -9's in nested items with the same value as the gate item. In this way, the value of the gate item was carried through to the nested items.

Step 3. Variable formatting (e.g., formatting dates as YYYYMM) and standardization of time units, for items which collected amount of time in multiple units, were performed during this step. In addition, any new codes assigned by expert coders reviewing major field of study, occupation, industry, IPEDS, and elementary/secondary school codes first selected through the online coding systems were merged back with the interview data files.

Also at this step, logical imputations were performed when the value of missing items could be determined from answers to previous questions or preloaded values. For example, if the respondent indicated that he/she had not worked since 1997, then the number of different jobs and the number of employers since 1997 were logically imputed to "0" rather than -3 or -9 even though the questions were skipped in the interview.

Items skipped because preload data already contained a valid value were also imputed. For example, if undergraduate loan amount was available as a preload, that question was skipped. Undergraduate loan amount was imputed from prior interviews for these cases.

Step 4. During the interview, postsecondary institutions were coded for all respondents who enrolled in a formal degree program since the last interview using the IPEDS database. For respondents who were teachers at the K-12 level, the elementary/secondary schools in which they taught were also coded using the CCD database on public elementary and secondary education and the PSS database. Following data collection, these files were merged by the school code to obtain additional information including level, control, district, county, etc. for delivery with the B&B:93/03 data.

Step 5. At this step, special codes of -3 and -9 were replaced with -7 (item not administered) based on the section completion indicators. The -7 code allows analysts to easily distinguish items not administered from items that were either skipped or simply left blank.

Step 6.   One-way frequency distributions for all categorical variables and descriptive statistics for all continuous variables were examined. Out-of-range or outlier values were either replaced with the value of -6 (bad data, out of range) or recoded to a more reasonable value. For example, if a respondent reported income of more than $500,000, that income value was set to $500,000, the maximum amount allowed for the item.

Step 7.   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 financial information.

Concurrent with the data editing process, detailed documentation was developed to describe question text, response options, logical imputations, recoding, and the "applies to" text for each delivered variable.

5.3 Composite and Derived Variable Construction

Analytic variables were created by examining the data available for each student from the various sections of the survey instrument. In some cases, raw interview items were recoded or otherwise summarized to create derived variables. In other cases, information from two or more survey items was combined to create a third, composite variable. A listing of the set of analysis variables derived for B&B:93/03 appears in appendix F. Specific details regarding the creation of each variable appear in the variable descriptions contained in the ECB and DAS.

Chapter 6
Weighting, Variance Estimation, and Imputation Methodology

Development of statistical analysis weights for the 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03) sample is discussed in section 6.1 below. Cross-sectional weights were constructed for analyzing the 8,970 respondents to B&B:93/03. In addition, a panel (longitudinal) weight was constructed for analyzing the 8,090 students who responded to all four surveys: B&B:93/03, B&B:93/97, B&B:93/94, and 1992–93 National Postsecondary Student Aid Study (NPSAS:93).

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 BRR weights were constructed.

Section 6.3 discusses the accuracy of B&B:93/03 estimates in terms of both precision and the potential for nonresponse bias. Survey design effect tables that illustrate the level of precision achieved by the B&B:93/03 survey for key analytic outcomes for several important analysis domains are included in appendix G.

Finally, section 6.4 gives the weighted response rates and an analysis of item nonresponse bias.

6.1 Analysis Weights

The initial file used for the B&B:93/03 sample frame contained 11,200 students. Of these,

- 10,090 were B&B:93/97 respondents;

- 1,070 were B&B:93/97 nonrespondents; and

- 10 were identified as deceased during the B&B:93/03 advance tracing death search.

With deceased cases excluded, a total of 11,150 students were determined to be eligible for B&B:93/03. As noted in chapter 2, the final B&B:93/03 sample consisted of the 10,090 eligible respondents to B&B:93/97 and a subsample of 360 of the nonrespondents to B&B:93/97, for a total of 10,440 sample members. During data collection for B&B:93/03, about 40 sample members were determined to be ineligible either because they were deceased or because they were determined to have not earned a baccalaureate degree during the NPSAS year (July 1, 1992 through June 30,1993), leaving 10,400 eligible sample members. Of these 10,400, a total of 8,970 responded to B&B:93/03.

A statistical analysis weight was computed to use for analyzing data from the 8,970 eligible respondents[11] to the B&B:93/03 survey. In addition, a panel weight was computed for analyzing the 8,390 respondents who participated in all four studies: B&B:93/03, B&B:93/97, B&B:93/94, and NPSAS:93.

The weights for the B&B:93/03 respondents were constructed by applying a series of adjustments for subsampling and nonresponse to the B&B:93/94 base weight (BNBWT0). Specifically, four adjustments were made to account for

- subsampling of the B&B:93/97 nonrespondents;

- those not located;

- refusals among those who were located; and

- types of nonresponse other than refusals among those who were located and did not refuse.[12]

These last three adjustments are consistent with the procedures used to adjust weights for other longitudinal postsecondary studies (e.g., 1996/01 Beginning Postsecondary Student Longitudinal Study [BPS:96/01] and B&B:2000/01).

Construction of the panel (or longitudinal) weight to be used for analyzing those who responded to all three surveys consisted of an additional adjustment for nonresponse for the B&B:93/03 respondents who did not respond to all three of the previous surveys.

6.1.1 Base Weight for B&B:93/03—Adjustment for Subsampling of B&B:93/97

As discussed in chapter 2, a subsample of 360 B&B:93/97 nonrespondents was included in B&B:93/03, rather than all nonrespondents, to reduce data collection costs. The subsample was selected using probability proportionate to size (PPS) sampling, with the size measure being the B&B:93/94 base weight (BNBWT0), after stratifying the B&B:93/97 nonrespondents by the B&B:93/03 advance tracing status, the control of the base-year school, and the B&B:93/94 response status. The base weight was adjusted for those students, j, in the subsample by multiplying by the inverse of their selection probabilities. These probabilities take into account the stratification and PPS sampling that was used in selecting the subsample. The adjustment was

$ADJ1_j = 1/\pi_j$, where π_j is the selection probability.

The weight was calculated as

BB03_W1U   = BNBWT0 * ADJ1, for students in the B&B:93/97 nonrespondent subsample

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[11] As discussed, sample members ineligible for the B&B cohort were those determined to have not earned a baccalaureate degree during the NPSAS year (July 1, 1992 through June 30, 1993).

[12] Sample members determined to be ineligible during data collection were not included in the weight adjustments for those who were not located, refused, or did not participate for some other reason. However, ineligibles were included in the weight adjustment for subsampling.

= BNBWT0 for all other students.

The weights BB03_W1U for the students in the subsample were also adjusted so that they summed to the weight sum of B&B:93/97 for the B&B:93/97 nonrespondents within categories of the control of the base-year school. This adjustment resulted in the initial sampling weight for the B&B:93/03 sample, which is denoted BB03_W1. BB03_W1 was further adjusted to produce the B&B:93/03 analysis weights, as described below.

6.1.2 B&B:93/03 Cross-Sectional Weights

Analysis weights were constructed for the 8,970 respondents to B&B:93/03. The weights were constructed by applying adjustments to the base weight BB03_W1. This section describes each of the adjustment steps and the variables used in making the adjustments.

The adjustment for nonresponse was performed in three steps because the predictors of response propensity are potentially different for each of the following outcomes:

- inability to locate the student;

- refusal to be interviewed; and

- other noninterview.

Using these three steps of nonresponse adjustment can achieve greater reduction in nonresponse bias to the extent that different variables are significant predictors of nonresponse propensity at each step. Also, as noted earlier, this is consistent with the steps used in the construction of weights for other longitudinal postsecondary studies (e.g., BPS:96/01 and B&B:2000/01).

All nonresponse adjustments were fitted using RTI's proprietary generalized exponential modeling procedure (GEM) (Folsom and Singh 2000), which is similar to logistic modeling using bounds for adjustment factors. A key feature and advantage of the GEM software is that the nonresponse adjustment and weight trimming and smoothing are all accomplished in one step. Lower and upper bounds are set on the weight adjustment factors. The bounds can be varied, depending on whether the weight falls inside or outside a range, such as one defined by the bounds (median – 3 times the interquartile range, median + 3 times the interquartile range). This allows different bounds to be set for adjustments for weights that are considered high extreme, low extreme, or nonextreme. In this way, the extreme weights can be controlled and the design effect due to unequal weighting reduced.

Candidate predictor variables were those thought to be predictive of nonresponse and nonmissing for most of the sample (nonrespondents as well as respondents). Candidate predictor variables for the B&B:93/03 weight adjustment included

- age (categorical);

- race/ethnicity;

- gender;

- citizenship status in the base year;

- attendance status in the base year;

- control of institution attended in the base year;

- region of institution attended in the base year;

- size of institution attended in the base year (categorical);

- 16-level B&B base-year institutional strata;

- student type in base year (business major, nonbusiness major, other);

- applied for financial aid in the base year (yes or no);

- receipt of federal aid in the base year (yes or no);

- receipt of Pell Grant in the base year (yes or no);

- receipt of Stafford Loan in the base year (yes or no);

- receipt of state aid in the base year (yes or no);

- receipt of institutional aid in the base year (yes or no);

- receipt of any aid in the base year (yes or no);

- previous response status (whether the student was a respondent to either B&B:93/94 and B&B:93/97 versus a nonrespondent to both B&B:93/94 and B&B:93/97);

- income of independent students and parents of dependent students (collapsed);

- number of telephone numbers available;

- number of times an answering machine was encountered (for located students); and

- whether the student was located in a field cluster.

To detect important interactions for the logistic models, a Chi-squared automatic interaction detection analysis (CHAID) was performed on the predictor variables. The CHAID analysis divided the data into segments that differed with respect to the response variable (located, did not refuse, or respondent, depending on the model). The segmentation process first divided the sample into groups based on categories of the most significant predictor of response. It then split each of these groups into smaller subgroups based on other predictor variables. It also merged categories of a variable that are found to be nonsignificant. This splitting and merging process continued until no more statistically significant predictors were found (or until some other stopping rule was met). The interactions from the final CHAID segments were then defined.

The nonresponse bias for these same variables was estimated, and then a statistical test of whether or not the bias was significant was performed. Tests were performed to identify significant differences between refusal conversions and other respondents; significant differences suggest a potential for nonresponse bias because of the refusal population being different from the other respondents. Additional tests were performed to detect significant differences between late respondents and other respondents; significant differences suggested a potential for

nonresponse bias because of the noncontacts/late-contact population being different from the other respondents. Details of the nonresponse bias analyses are given in section 6.3.

The interaction segments and all the main effects were subjected to variable screening in the GEM logistic procedure. Variables with significant bias were included in each nonresponse model. The initial models for each adjustment step included all of the potentially important variables. The interaction segments identified by CHAID were also retained in all of the models. The most insignificant variables were deleted sequentially until the deletion of additional variables did not appreciably improve the unequal weighting effect (UWE). Different bounds on the weight adjustments, depending on whether the weight is classified as high extreme, nonextreme, or low extreme, were used to accomplish nonresponse adjustment, truncation, and smoothing in one step. The UWEs did not change very much when insignificant variables were dropped, and, as a result, a large number of predictor variables were retained in each of the nonresponse model adjustments. This allows the estimates to be calibrated based on the respondents to as many totals as possible that are known for both respondents and nonrespondents.

6.1.2.1 Weight adjustment for nonrespondents who were not located

Of the 10,400 individuals determined to be eligible, 9,730 were located. An adjustment was first performed to the weight BB03_W1 to adjust for the 670 eligible sample members who did not respond because they were not located. A CHAID analysis was performed on all of the predictor variables to detect important interactions. All potentially important variables were included in the model. There was very little change in the UWE when highly insignificant variables were deleted from the model, and, as a result, all variables were retained in the model.

Table 25 presents the predictor variables used in the logistic model that adjusted the weights for those who were not located and gives the weighted location rate and the average weight adjustment factors resulting from these variables. The table includes all levels of the variables used in the model although, due to dependencies and small sample sizes, not all of the levels were used as predictors. For example, the private, not-for-profit and private, for-profit categories for institution control were included in the model, but the school enrollment category for private, for-profit institutions was not due to small cell sizes. Similarly, the public category for institution control was not included since it is a linear combination of the school enrollment categories for public institutions.

The weighting adjustment factor for student j is the reciprocal of the predicted response probability, or

$$ADJ2_j = 1/ p_{L,j}.$$

The weight, adjusted for those who were not located, was computed as

$$LOCWT = BB03\_W1 * AJD2 \text{ for the 9,730 who were located}$$
$$= 0 \text{ otherwise.}$$

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Table 25. **Average weight adjustment factors from the logistic model used to adjust for student location nonresponse: 2003**

Predictor variables	Number located	Weighted location rate	Average weight adjustment
Total	9,730	92.6	1.07
Age			
21 or younger	2,600	93.8	1.06
22	2,630	92.2	1.08
23	1,330	92.7	1.07
24 to 27	1,410	91.5	1.09
28 or older	1,730	92.5	1.08
Race/ethnicity			
White, non-Hispanic	8,290	94.2	1.06
Black or African American, non-Hispanic	550	84.0	1.18
Hispanic	470	88.7	1.09
Asian/Native Hawaiian/Other Pacific Islander	340	79.4	1.26
American Indian/Alaska Native	60	94.3	1.06
Gender			
Male	4,170	91.8	1.08
Female	5,560	93.3	1.07
U.S. citizenship			
Yes	9,600	93.1	1.07
No	120	73.2	1.39
Attendance status			
Full time/full year: 1 institution	4,470	93.0	1.07
Full time/full year: more than 1 institution	210	87.2	1.14
Full time/part year	1,710	92.3	1.08
Part time/full year: 1 institution	1,460	92.9	1.07
Part time/full year: more than 1 institution	140	93.3	1.08
Part time/part year	1,690	92.1	1.08
Institution control			
Public	6,330	92.7	1.07
Private, not-for-profit	3,320	92.5	1.08
Private, for-profit	80	87.3	1.13
Institution region			
New England	700	93.2	1.07
Mid East	1,630	91.2	1.09
Great Lakes	1,600	94.3	1.06
Plains	850	97.0	1.02
Southeast	2,380	91.0	1.09
Southwest	1,070	93.0	1.07
Rocky Mountains	330	92.8	1.07
Far West	1,060	91.0	1.09
Outlying areas	80	92.4	1.06

See notes at end of table.

Table 25.   Average weight adjustment factors from the logistic model used to adjust for student location nonresponse: 2003—Continued

Predictor variables	Number located	Weighted location rate	Average weight adjustment
Type of institution and enrollment category			
Public			
Fewer than 2,500	150	92.6	1.07
2,500–4,999	450	91.1	1.09
5,000–9,999	990	94.3	1.06
10,000–19,999	1,500	92.7	1.07
20,000 or more	3,220	92.5	1.08
Private, not-for-profit			
Fewer than 1,000	230	89.4	1.11
1,000–2,499	1,040	93.0	1.07
2,500–4,999	770	93.2	1.07
5,000–9,999	630	93.0	1.07
10,000 or more	640	91.7	1.09
Private, for-profit			
Fewer than 1,000	40	90.4	1.04
1,000 or more	40	81.9	1.22
B&B institution stratum[1]			
Public 4-year first-professional high education	390	94.6	1.05
Public 4-year first-professional low education	2,400	92.6	1.07
Private 4-year first-professional high education	730	90.5	1.10
Private 4-year first-professional low education	270	89.7	1.11
Public 4-year doctor's high education	380	93.8	1.06
Public 4-year doctor's low education	820	92.7	1.07
Private 4-year doctor's high education	130	90.7	1.11
Private 4-year doctor's low education	140	94.1	1.06
Public 4-year master's high education	330	94.9	1.05
Public 4-year master's low education	1,760	91.4	1.09
Private 4-year master's high education	150	90.5	1.10
Private 4-year master's low education	1,110	93.8	1.06
Public 4-year bachelor's high education	110	97.1	1.03
Public 4-year bachelor's low education	130	96.6	1.03
Private 4-year bachelor's high education	110	96.4	1.04
Private 4-year bachelor's low education	760	92.9	1.06
B&B student stratum			
Other students: Combined cell	530	92.9	1.08
Business majors	800	92.4	1.08
Nonbusiness majors	8,400	92.6	1.07
Applied for aid			
Yes	5,470	92.9	1.07
No	4,020	92.4	1.08
Receipt of federal aid			
Yes	3,870	92.1	1.08
No	5,840	92.8	1.07

See notes at end of table.

Table 25. Average weight adjustment factors from the logistic model used to adjust for student location nonresponse: 2003—Continued

Predictor variables	Number located	Weighted location rate	Average weight adjustment
Receipt of Pell Grant			
Yes	2,190	91.6	1.09
No	7,520	92.8	1.07
Receipt of Stafford Loan			
Yes	2,960	92.1	1.08
No	6,750	92.8	1.07
Receipt of state aid			
Yes	1,500	92.9	1.07
No	8,200	92.6	1.08
Receipt of institution aid			
Yes	2,500	93.9	1.07
No	7,200	92.3	1.08
Receipt of any aid			
Yes	5,270	92.9	1.07
No	4,430	92.3	1.08
Prior respondent			
Respondent to either B&B:93/94 or B&B:93/97	9,560	93.4	1.07
Nonrespondent to both surveys	170	78.9	1.27
Parents' income (for dependent students)			
Less than $10,000	200	93.1	1.07
10,000–19,999	360	91.0	1.10
20,000–29,999	550	92.8	1.07
30,000–39,999	600	92.9	1.07
40,000–49,999	710	93.5	1.06
50,000–59,999	1,010	91.8	1.08
60,000–69,999	720	92.4	1.07
70,000–79,999	450	93.9	1.06
80,000–99,999	510	92.4	1.09
100,000 or more	690	94.0	1.06
Student's income (for independent students)			
Less than $5,000	750	90.6	1.09
5,000–9,999	740	91.6	1.09
10,000–19,999	800	91.0	1.09
20,000–29,999	480	91.5	1.08
30,000–49,999	630	95.4	1.03
50,000 or more	330	94.7	1.06
Telephone numbers available			
0 or 1	450	88.4	1.12
2	1,360	92.2	1.08
3	2,290	93.9	1.06

See notes at end of table.

Table 25. **Average weight adjustment factors from the logistic model used to adjust for student location nonresponse: 2003—Continued**

Predictor variables	Number located	Weighted location rate	Average weight adjustment
Telephone numbers available—Continued			
4	2,270	93.2	1.07
5	2,100	93.3	1.07
6	860	91.2	1.10
7 or more	390	88.9	1.13
Number times answering machine encountered			
0	2,970	94.2	1.05
1	910	95.7	1.04
More than 1	5,850	91.4	1.09
In field cluster			
Yes	4,390	92.3	1.07
No	5,330	92.9	1.07
Interaction segment			
Did not respond to B&B:93/94 or B&B:93/97	170	78.9	1.27
Prior respondent, White or American Indian/Alaskan Native, answering machine 0 or 1 time, 0 or 1 telephone number	210	89.4	1.12
Prior respondent, White or American Indian/Alaskan Native, answering machine 0 or 1 time, 2 telephone numbers	610	94.9	1.06
Prior respondent, White or American Indian/Alaskan Native, answering machine 0 or 1 time, 3 or more telephone numbers	2,500	97.9	1.02
Prior respondent, White or American Indian/Alaskan Native, answering machine 2 or more times, 5 or fewer telephone numbers	3,980	94.0	1.06
Prior respondent, White or American Indian/Alaskan Native, answering machine 2 or more times, 6 or more telephone numbers	910	91.2	1.10
Prior respondents, Black/Hispanic/Asian/Hawaiian/ Other, U.S. citizen, Dependent income less than $30,000	250	87.9	1.14
Prior respondent, Black/Hispanic/Asian/Hawaiian/ Other, U.S. citizen, Dependent income $30,000–49,999	190	90.8	1.10
Prior respondent, Black/Hispanic/Asian/Hawaiian/ Other, U.S. citizen, Dependent income $50,000–59,999	90	86.3	1.17
Prior respondent, Black/Hispanic/Asian/Hawaiian/ Other, U.S. citizen, Dependent income $60,000 or more	210	91.7	1.09
Prior respondent, Black/Hispanic/Asian/Hawaiian/ Other, U.S. citizen, Individual income less than $30,000	420	83.2	1.21
Prior respondent, Black/Hispanic/Asian/Hawaiian/ Other, U.S. citizen, Individual income $30,000 or more	110	91.1	1.09
Prior respondent, Black/Hispanic/Asian/Hawaiian/ Other, not U.S. citizen	60	69.6	1.49

[1]Due to small cell sizes, private, not-for-profit and private, for-profit institutions were combined.
NOTE: Predictor variables are from base-year data (NPSAS:93) with the exceptions of citizenship (B&B:93/97), phone numbers available, times answering machine encountered, and whether in field cluster (B&B:93/03). The weight used is B03_W1. Due to model dependencies and small sample sizes, not all levels of the variables were included in the model. The denominator consists of the weighted count of sample members, excluding those who were ineligible.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

6.1.2.2 Weight adjustment for nonrespondents who refused

Of the 9,730 who were eligible and located for the B&B:93/03 sample, 590 refused. An adjustment was performed to the weight, LOCWT, which had already been adjusted for those not located, to adjust for the 590 who refused. As in the case of the adjustment for the not located, a CHAID analysis was performed on all of the predictor variables to detect important interactions. All potentially important variables were included in the initial model. There was very little change in the UWE when highly nonsignificant variables were deleted from the model, and, as a result, all variables were retained in the model.

Table 26 presents the predictor variables used in the logistic model that adjusted the weights for those who refused, and gives the weighted nonrefusal rate for those who were located and the average weight adjustment factors resulting from these variables. The weighting adjustment factor for student j is the reciprocal of the predicted response probability, or

$$ADJ3_j = 1/p_{Nref,j.}$$

The weight adjusted for those who refused was computed as
NREFWT = LOCWT * ADJ3 for the 9,140 who did not refuse
= 0 otherwise.

Table 26. **Average weight adjustment factors from the logistic model used to adjust for student refusal nonresponse: 2003**

Predictor variables	Number of nonrefusals	Weighted nonrefusal rate	Average weight adjustment
Total	9,140	92.2	1.07
Age			
21 or younger	2,460	92.5	1.07
22	2,500	93.3	1.06
23	1,240	91.2	1.08
24 to 27	1,320	93.1	1.06
28 or older	1,600	90.4	1.09
Race/ethnicity			
White, non-Hispanic	7,780	92.2	1.07
Black or African American, non-Hispanic	520	91.3	1.08
Hispanic	450	93.5	1.06
Asian/Native Hawaiian/Other Pacific Islander	320	92.1	1.08
American Indian/Alaska Native	60	95.0	1.05
Gender			
Male	3,910	92.4	1.07
Female	5,230	92.1	1.07
U.S. citizenship			
Yes	9,020	92.2	1.07
No	110	92.4	1.07
Attendance status			
Full time/full year: 1 institution	4,200	92.4	1.07
Full time/full year: more than 1 institution	200	93.2	1.06
Full time/part year	1,590	92.1	1.07
Part time/full year: 1 institution	1,380	92.1	1.07
Part time/full year: more than 1 institution	140	96.2	1.03
Part time/part year	1,580	91.8	1.08
Institution control			
Public	5,960	93.1	1.06
Private, not-for-profit	3,110	90.2	1.09
Private, for-profit	70	95.5	1.05
Institution region			
New England	660	90.3	1.09
Mid East	1,500	88.5	1.11
Great Lakes	1,490	91.6	1.08
Plains	800	93.1	1.06
Southeast	2,260	94.0	1.05
Southwest	1,020	94.3	1.05
Rocky Mountains	310	90.5	1.10
Far West	1,010	93.3	1.06
Outlying areas	70	97.4	1.03
Type of institution/enrollment category			
Public			
Fewer than 2,500	140	88.2	1.10
2,500–4,999	430	92.5	1.06
5,000–9,999	910	91.0	1.09

See notes at end of table.

Table 26. Average weight adjustment factors from the logistic model used to adjust for student refusal nonresponse: 2003—Continued

Predictor variables	Number of nonrefusals	Weighted nonrefusal rate	Average weight adjustment
Type of institution/enrollment category—Continued			
Public—Continued			
10,000–19,999	1,400	92.0	1.07
20,000 or more	3,060	94.4	1.05
Private, not-for-profit			
Fewer than 1,000	220	92.4	1.07
1,000–2,499	980	92.9	1.06
2,500–4,999	720	91.0	1.07
5,000–9,999	590	90.2	1.09
10,000 or more	590	85.6	1.15
Private, for-profit			
Fewer than 1,000	40	99.0	1.00
1,000 or more	40	89.4	1.10
B&B institution stratum[1]			
Public 4-year first-professional high education	370	93.8	1.05
Public 4-year first-professional low education	2,290	94.4	1.05
Private 4-year first-professional high education	680	87.4	1.12
Private 4-year first-professional low education	260	89.3	1.10
Public 4-year doctor's high education	360	92.5	1.07
Public 4-year doctor's low education	770	94.0	1.05
Private 4-year doctor's high education	120	84.0	1.16
Private 4-year doctor's low education	130	94.6	1.04
Public 4-year master's high education	310	90.0	1.10
Public 4-year master's low education	1,640	90.9	1.09
Private 4-year master's high education	140	97.6	1.01
Private 4-year master's low education	1,040	90.9	1.09
Public 4-year bachelor's high education	110	96.5	1.02
Public 4-year bachelor's low education	120	96.6	1.05
Private 4-year bachelor's high education	100	92.5	1.08
Private 4-year bachelor's low education	720	93.5	1.05
B&B student stratum			
Other students: Combined cell	500	92.5	1.08
Business majors	730	91.3	1.09
Non business majors	7,910	92.4	1.07
Applied for aid			
Yes	5,170	93.6	1.06
No	3,750	91.1	1.08
Receipt of federal aid			
Yes	3,660	93.4	1.06
No	5,460	91.6	1.08
Receipt of Pell Grant			
Yes	2,070	93.4	1.06
No	7,040	92.0	1.07
Receipt of Stafford Loan			
Yes	2,800	93.8	1.06
No	6,320	91.7	1.08

See notes at end of table.

Table 26. Average weight adjustment factors from the logistic model used to adjust for student refusal nonresponse: 2003—Continued

Predictor variables	Number of nonrefusals	Weighted nonrefusal rate	Average weight adjustment
Receipt of state aid			
Yes	1,430	94.2	1.05
No	7,690	91.9	1.07
Receipt of institution aid			
Yes	2,390	94.3	1.06
No	6,730	91.6	1.07
Receipt of any aid			
Yes	5,000	93.6	1.06
No	4,120	90.9	1.08
Prior respondent			
Respondent to either B&B:93/94 or B&B:93/97	9,020	93.4	1.07
Nonrespondent to both surveys	120	72.8	1.40
Parents' income (for dependent students)			
Less than $10,000	190	93.7	1.06
10,000–19,999	340	94.7	1.05
20,000–29,999	520	94.1	1.06
30,000–39,999	570	92.2	1.08
40,000–49,999	670	90.9	1.08
50,000–59,999	940	91.7	1.07
60,000–69,999	690	93.5	1.06
70,000–79,999	420	91.9	1.07
80,000–99,999	480	93.6	1.06
100,000 or more	660	93.0	1.07
Student's income (for independent students)			
Less than $5,000	700	93.8	1.05
5,000–9,999	710	94.9	1.05
10,000–19,999	750	91.5	1.07
20,000–29,999	450	92.6	1.06
30,000–49,999	580	89.0	1.12
50,000 or more	300	88.7	1.12
Telephone numbers available			
0 or 1	400	85.1	1.18
2	1,260	90.4	1.09
3	2,150	91.4	1.08
4	2,140	93.3	1.06
5	2,000	94.5	1.05
6	810	93.2	1.06
7 or more	360	93.1	1.06
Number times answering machine encountered			
0	2,920	97.7	1.02
1	870	93.4	1.06
More than 1	5,350	89.4	1.10
In field cluster			
Yes	4,100	91.2	1.08
No	5,040	93.2	1.06

See notes at end of table.

Table 26. **Average weight adjustment factors from the logistic model used to adjust for student refusal nonresponse: 2003—Continued**

Predictor variables	Number of nonrefusals	Weighted nonrefusal rate	Average weight adjustment
Interaction segments			
Prior respondent, answering machine 0 times, age 23 or less	1,890	99.3	1.01
Prior respondent, answering machine 0 times, age 24 and higher	980	96.5	1.03
Prior respondent, answering machine 1 time, in field cluster	340	90.4	1.10
Prior respondent, answering machine 1 time, not in field cluster	520	97.0	1.03
Prior respondent, answering machine more than 1 time, 0 or 1 telephone number	130	70.4	1.42
Prior respondent, answering machine more than 1 time, 2 telephone numbers	530	86.9	1.15
Prior respondent, answering machine more than 1 time, 3 or more telephone numbers	4,620	92.1	1.08
Not a prior respondent	120	72.8	1.40

[1]Due to small cell sizes, private, not-for-profit and private, for-profit institutions were combined.
NOTE: Predictor variables are from base-year data (NPSAS:93) with the exceptions of citizenship (B&B:93/97), phone numbers available, times answering machine encountered, and whether in field cluster (B&B:93/03). Due to model dependencies and small sample sizes, not all levels of the variables were included in the model. The weight used is LOCWT. The denominator used for the rate is the weighted count of eligible, located sample members.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

6.1.2.3 Weight adjustments for located nonrespondents who were not refusals

Of the 9,140 who were eligible, located, and did not refuse, 8,970 completed the B&B:93/03 interview. The remaining 170 did not respond for a reason other than a refusal (e.g., sample members who were located but who screened out calls from interviewers and, therefore, could not be reached). An adjustment was made to NREFWT to adjust for these remaining 170 students who did not respond for reasons other than refusal. As in the case of the other adjustments, a CHAID analysis was performed on all of the predictor variables to detect important interactions. All potentially important variables were included in the model. There was very little change in the unequal weighting effect when highly nonsignificant variables were deleted from the model, and as a result, all variables were retained in the model.

Table 27 presents the final predictor variables used in the logistic model that adjusted the weights for those who were interviewed and gives the weighted interview rate for those who were located and did not refuse and the average weight adjustment factors resulting from these variables. The weighting adjustment factor for student, j, was the reciprocal of the predicted response probability, or

$$ADJ4_j = 1/p_{R,j}$$

and the weight was computed as

BNBWT3U = NREFWT * ADJ4 for the 8,970 who responded, and

= 0 otherwise.

This final weight was rounded to the nearest integer and is denoted by BNBWT3. This weight is to be used for analyzing data collected during B&B:93/03.

Table 27. Average weight adjustment factors from the logistic model used to adjust for nonresponse other than refusal: 2003

Predictor variables	Number interviewed in B&B:93/03	Weighted interview rate	Average weight adjustment
Total	8,970	97.4	1.02
Age			
21 or younger	2,430	98.2	1.02
22	2,450	97.4	1.02
23	1,230	98.3	1.01
24 to 27	1,290	95.1	1.04
28 or older	1,560	97.5	1.02
Race/ethnicity			
White, non-Hispanic	7,660	97.7	1.02
Black or African American, non-Hispanic	500	95.5	1.04
Hispanic	440	97.7	1.02
Asian/Native Hawaiian/Other Pacific Islander	300	93.5	1.06
American Indian/Alaska Native	60	96.2	1.04
Gender			
Male	3,820	96.8	1.03
Female	5,150	97.8	1.02
U.S. citizenship			
Yes	8,870	97.8	1.02
No	100	84.4	1.26
Attendance status			
Full time/full year: 1 institution	4,140	98.4	1.01
Full time/full year: more than 1 institution	190	94.0	1.05
Full time/part year	1,560	96.0	1.04
Part time/full year: 1 institution	1,350	97.1	1.03
Part time/full year: more than 1 institution	130	93.3	1.04
Part time/part year	1,550	96.9	1.02
Institution control			
Public	5,850	97.6	1.02
Private, not-for-profit	3,050	97.7	1.02
Private, for-profit	70	80.5	1.23
Institution region			
New England	650	98.4	1.02
Mid East	1,470	96.5	1.03
Great Lakes	1,470	98.1	1.01
Plains	790	97.2	1.02
Southeast	2,210	97.4	1.03
Southwest	1,000	98.6	1.01
Rocky Mountains	310	98.7	1.01
Far West	990	95.8	1.03
Outlying areas	70	93.9	1.04
Type of institution/enrollment category			
Public			
Fewer than 2,500	140	94.9	1.04
2,500–4,999	410	95.4	1.04
5,000–9,999	900	97.4	1.02

See notes at end of table.

Table 27. Average weight adjustment factors from the logistic model used to adjust for nonresponse other than refusal: 2003—Continued

Predictor variables	Number interviewed in B&B:93/03	Weighted interview rate	Average weight adjustment
Type of institution/enrollment category—Continued			
Public—continued			
10,000–19,999	1,380	98.4	1.01
20,000 or more	3,010	97.6	1.02
Private, not-for-profit			
Fewer than 1,000	220	95.7	1.05
1,000–2,499	970	97.9	1.02
2,500–4,999	710	99.2	1.01
5,000–9,999	580	96.7	1.03
10,000 or more	580	97.7	1.02
Private, for-profit			
Fewer than 1,000	30	72.3	1.41
1,000 or more	30	94.7	1.06
B&B institution stratum[1]			
Public 4-year first-professional high education	360	98.2	1.01
Public 4-year first-professional low education	2,250	97.9	1.02
Private 4-year first-professional high education	660	97.7	1.02
Private 4-year first-professional low education	250	96.9	1.02
Public 4-year doctor's high education	350	98.9	1.01
Public 4-year doctor's low education	760	98.4	1.01
Private 4-year doctor's high education	110	95.0	1.06
Private 4-year doctor's low education	130	98.7	1.00
Public 4-year master's high education	300	97.8	1.02
Public 4-year master's low education	1,600	97.5	1.02
Private 4-year master's high education	140	99.2	1.00
Private 4-year master's low education	1,020	98.1	1.01
Public 4-year bachelor's high education	110	96.2	1.03
Public 4-year bachelor's low education	120	87.0	1.12
Private 4-year bachelor's high education	100	96.7	1.04
Private 4-year bachelor's low education	700	94.1	1.04
B&B student stratum			
Other students: Combined cell	480	95.2	1.05
Business majors	720	98.8	1.01
Nonbusiness majors	7,770	97.6	1.02
Applied for aid			
Yes	5,080	97.4	1.02
No	3,680	97.6	1.02
Receipt of federal aid			
Yes	3,590	96.7	1.03
No	5,360	97.7	1.02
Receipt of Pell Grant			
Yes	2,030	95.7	1.04
No	6,930	97.8	1.02
Receipt of Stafford Loan			
Yes	2,750	96.7	1.03
No	6,200	97.6	1.02

See notes at end of table.

Table 27. Average weight adjustment factors from the logistic model used to adjust for nonresponse other than refusal: 2003—Continued

Predictor variables	Number interviewed in B&B:93/03	Weighted interview rate	Average weight adjustment
Receipt of state aid			
Yes	1,400	97.2	1.02
No	7,550	97.4	1.02
Receipt of institution aid			
Yes	2,350	97.1	1.02
No	6,600	97.5	1.02
Receipt of any aid			
Yes	4,910	97.3	1.02
No	4,050	97.5	1.02
Prior respondent			
Respondent to either B&B:93/94 or B&B:93/97	8,860	97.5	1.02
Nonrespondent to both surveys	110	95.6	1.04
Parents' income (for dependent students)			
Less than $10,000	190	95.8	1.03
10,000–19,999	330	98.3	1.01
20,000–29,999	510	97.0	1.03
30,000–39,999	560	97.7	1.02
40,000–49,999	670	99.5	1.00
50,000–59,999	920	97.9	1.02
60,000–69,999	680	98.5	1.01
70,000–79,999	410	97.2	1.02
80,000–99,999	480	98.6	1.00
100,000 or more	650	97.6	1.02
Student's income (for independent students)			
Less than $5,000	680	93.5	1.06
5,000–9,999	690	96.5	1.03
10,000–19,999	720	94.0	1.05
20,000–29,999	440	97.7	1.01
30,000–49,999	570	99.5	1.00
50,000 or more	300	99.7	1.00
Telephone numbers available			
0 or 1	400	99.2	1.01
2	1,230	95.1	1.04
3	2,110	97.2	1.03
4	2,110	98.2	1.01
5	1,980	98.5	1.01
6	800	98.7	1.01
7	360	92.5	1.07
Number times answering machine encountered			
0	2,880	98.2	1.01
1	860	98.5	1.01
More than 1	5,230	96.8	1.03
In field cluster			
Yes	4,000	96.6	1.03
No	4,970	98.1	1.02

See notes at end of table.

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Table 27.   Average weight adjustment factors from the logistic model used to adjust for nonresponse other than refusal: 2003—Continued

Predictor variables	Number interviewed in B&B:93/03	Weighted interview rate	Average weight adjustment
Interaction segment			
U.S. citizen, White, 0-1 times answering machine	3,220	98.8	1.01
U.S. citizen, White, 2 or more times answering machine	4,390	97.7	1.02
U.S. citizen, race other than white	1,240	95.8	1.04
Not a U.S. citizen	100	84.4	1.26

[1]Due to small cell sizes, private, not-for-profit and private, for-profit institutions were combined.
NOTE: Predictor variables are from base-year data (NPSAS:93) with the exceptions of citizenship (B&B:93/97), and phone numbers available, times answering machine encountered, and whether in field cluster (B&B:93/03). Due to model dependencies and small sample sizes, not all levels of the variables were included in the model. The weight used is NREFWT. The denominator of the rate is the weighted count of the eligible persons who were located and did not refuse.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

6.1.3 Panel Weight

A panel (or longitudinal) weight, BNBPANL3, was also constructed for analyzing the 8,090 students who responded to all four studies:B&B:93/03, B&B93/97, B&B:93/94, and NPSAS:93. This weight was constructed by applying an additional nonresponse adjustment to the final B&B:93/03 cross-sectional weight (i.e., BNBWT3).

As for the other models, CHAID was to be used to determine the interaction segments, and the GEM modeling procedure was used to determine the adjustment factor. Table 28 presents the final predictor variables used in the logistic model that adjusted the weights for those who were not also interviewed in all three of NPSAS:93, B&B:93/94, and B&B:93/97, and gives the weighted interview rate for those who were interviewed in B&B:93/03 and the average weight adjustment factors resulting from these variables. The final weight was rounded to integer values.

Table 28. Average weight adjustment factors from the logistic model used to adjust for nonresponse to NPSAS:93, B&B:93/94 or B&B:93/97, among the respondents to B&B:93/03

Predictor variables	Number of respondents to B&B:93/03, B&B:93/94, B&B:93/97, and NPSAS:93	Weighted interview rate	Average weight adjustment
Total	8,090	84.5	1.18
Age			
21 or younger	2,190	85.5	1.16
22	2,200	83.6	1.20
23	1,100	82.8	1.21
24 to 27	1,170	84.1	1.18
28 or older	1,440	86.5	1.15
Race/ethnicity			
White, non-Hispanic	6,910	85.1	1.17
Black or African American, non-Hispanic	460	86.2	1.16
Hispanic	390	77.1	1.31
Asian/Native Hawaiian/Other Pacific Islander	280	81.4	1.24
American Indian/Alaska Native	50	91.8	1.10
Gender			
Male	3,470	85.0	1.18
Female	4,630	84.2	1.18
U.S. citizenship			
Yes	8,010	85.3	1.18
No	80	59.8	1.25
Attendance status			
Full time/full year: 1 institution	3,740	84.8	1.18
Full time/full year: more than 1 institution	190	95.5	1.05
Full time/part year	1,420	84.5	1.19
Part time/full year: 1 institution	1,220	84.1	1.19
Part time/full year: more than 1 institution	120	90.2	1.12
Part time/part year	1,380	84.8	1.18
Institution control			
Public	5,300	84.8	1.18
Private, not-for-profit	2,740	84.8	1.17
Private, for-profit	60	69.5	1.39
Institution region			
New England	560	79.2	1.26
Mid East	1,290	81.2	1.22
Great Lakes	1,310	83.2	1.20
Plains	730	88.2	1.14
Southeast	2,040	87.5	1.15
Southwest	920	84.2	1.19
Rocky Mountains	280	89.4	1.12
Far West	900	86.5	1.15
Outlying areas	60	67.5	1.42
Type of institution/enrollment category			
Public			
Fewer than 2,500	130	83.6	1.20
2,500–4,999	380	88.4	1.14

See notes at end of table.

Table 28.   Average weight adjustment factors from the logistic model used to adjust for nonresponse to NPSAS:93, B&B:93/94 or B&B:93/97, among the respondents to B&B:93/03—Continued

Predictor variables	Number of respondents to B&B:93/03, B&B:93/94, B&B:93/97, and NPSAS:93	Weighted interview rate	Average weight adjustment
Type of institution/enrollment category—Continued			
Public—Continued			
5,000–9,999	830	87.5	1.14
10,000–19,999	1,260	84.8	1.18
20,000 or more	2,710	83.9	1.20
Private not-for-profit			
Fewer than 1,000	190	77.4	1.27
1,000–2,499	870	86.1	1.16
2,500–4,999	640	83.9	1.18
5,000–9,999	520	84.3	1.18
10,000 or more	520	86.8	1.15
Private for-profit			
Fewer than 1,000	30	68.4	1.50
1,000 or more	30	76.5	1.27
B&B institution stratum[1]			
Public 4-year first-professional high education	330	84.6	1.18
Public 4-year first-professional low education	2,030	84.4	1.18
Private 4-year first-professional high education	590	84.0	1.18
Private 4-year first-professional low education	230	86.9	1.15
Public 4-year doctor's high education	320	87.9	1.14
Public 4-year doctor's low education	690	84.0	1.19
Private 4-year doctor's high education	100	84.3	1.19
Private 4-year doctor's low education	110	77.5	1.28
Public 4-year master's high education	270	84.7	1.17
Public 4-year master's low education	1,450	84.0	1.18
Private 4-year master's high education	130	85.1	1.12
Private 4-year master's low education	920	85.7	1.16
Public 4-year bachelor's high education	100	83.3	1.22
Public 4-year bachelor's low education	110	94.2	1.06
Private 4-year bachelor's high education	90	79.4	1.24
Private 4-year bachelor's low education	630	82.2	1.20
B&B student stratum			
Other students: Combined cell	430	87.0	1.15
Business majors	640	85.2	1.17
Nonbusiness majors	7,020	83.7	1.18
Applied for aid			
Yes	4,660	87.0	1.15
No	3,260	82.3	1.22
Receipt of federal aid			
Yes	3,310	87.6	1.14
No	4,780	83.2	1.20
Receipt of Pell Grant			
Yes	1,880	88.0	1.14
No	6,220	84.0	1.19

See notes at end of table.

Table 28. **Average weight adjustment factors from the logistic model used to adjust for nonresponse to NPSAS:93, B&B:93/94 or B&B:93/97, among the respondents to B&B:93/03—Continued**

Predictor variables	Number of respondents to B&B:93/03, B&B:93/94, B&B:93/97, and NPSAS:93	Weighted interview rate	Average weight adjustment
Receipt of Stafford Loan			
Yes	2,540	87.9	1.14
No	5,550	83.6	1.20
Receipt of state aid			
Yes	1,290	87.4	1.14
No	6,810	84.3	1.19
Receipt of institution aid			
Yes	2,180	88.1	1.14
No	5,920	83.7	1.19
Receipt of any aid			
Yes	4,500	87.3	1.15
No	3,590	82.2	1.22
Parent's income (for dependent students)			
Less than $10,000	170	90.0	1.11
10,000–19,999	300	86.2	1.19
20,000–29,999	480	89.6	1.14
30,000–39,999	510	87.4	1.16
40,000–49,999	610	83.6	1.21
50,000–59,999	830	81.0	1.25
60,000–69,999	620	84.6	1.19
70,000–79,999	370	81.9	1.24
80,000–99,999	430	85.4	1.22
100,000 or more	600	89.9	1.14
Student's income (for independent students)			
Less than $5,000	630	85.7	1.19
5,000–9,999	640	90.6	1.11
10,000–19,999	660	84.1	1.17
20,000–29,999	410	85.7	1.17
30,000–49,999	530	85.3	1.17
50,000 or more	260	89.5	1.12
Telephone numbers available			
0 or 1	340	75.8	1.33
2	1,070	78.3	1.29
3	1,880	84.3	1.18
4	1,930	87.3	1.14
5	1,810	86.7	1.15
6	740	87.8	1.14
7	330	87.2	1.14
Number times answering machine encountered			
0	2,600	85.9	1.16
1	780	85.1	1.16
More than 1	4,720	83.8	1.19
In field cluster			
Yes	3,560	82.2	1.22
No	4,540	86.7	1.15

See notes at end of table.

Table 28. Average weight adjustment factors from the logistic model used to adjust for nonresponse to NPSAS:93, B&B:93/94 or B&B:93/97, among the respondents to B&B:93/03—Continued

Predictor variables	Number of respondents to B&B:93/03, B&B:93/94, B&B:93/97, and NPSAS:93	Weighted interview rate	Average weight adjustment
Interaction segment			
0–2 phone numbers, Pell grant recipient	300	82.6	1.23
0–2 phone numbers, not a Pell grant recipient	1,100	76.9	1.32
3 phone numbers, in field cluster, 22 years old or younger	480	84.3	1.18
3 phone numbers, in field cluster, age 23–27	200	74.5	1.35
3 phone numbers, in field cluster, age 28 or older	130	83.3	1.20
3 phone numbers, not in field cluster, received institution aid	310	93.3	1.08
3 phone numbers, not in field cluster, no institution aid	760	85.2	1.18
4 or more phone numbers, received Stafford loan	1,570	91.8	1.09
4 or more phone numbers, no Stafford loan, received institution aid	620	90.1	1.12
4 or more phone numbers, no Stafford loan, no inst aid	2,620	85.0	1.18

[1]Due to small cell sizes, private, not-for-profit and private, for-profit institutions were combined.
NOTE: Predictor variables are from base-year data (NPSAS:93) with the exceptions of citizenship (B&B:93/97), phone numbers available, times answering machine encountered, and whether in field cluster (B&B:93/03). Due to model dependencies and small sample sizes, not all levels of the variables were included in the model. The weight used is BNBWT3. The denominator is the weighted count of eligible respondents to B&B:93/03.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

6.1.4 Weight Distributions and Unequal Weighting Effects

The distributions of the weight adjustment factors for the B&B:93/03 analysis weights and the distributions of the initial, intermediate, and final weights along with their unequal weighting design effects are presented in Tables 29 and 30.

Table 29. Distribution of values for the B&B:93/03 weight adjustment factors

Quantile	Location ADJ2	Refusal ADJ3	Nonresponse ADJ4	Longitudinal ADJ5
Minimum percent	1.00	1.00	1.00	1.00
1	1.00	1.00	1.00	1.02
5	1.01	1.00	1.00	1.04
10	1.01	1.00	1.00	1.05
25	1.03	1.01	1.00	1.09
Median percent	1.05	1.04	1.00	1.15
75	1.09	1.09	1.01	1.24
90	1.15	1.16	1.04	1.35
95	1.22	1.23	1.10	1.43
99	1.43	1.51	1.37	1.57
Maximum	1.98	1.89	2.00	1.93

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table 30. Distribution of initial, intermediate, and final weights for B&B:93/03

Quantile	Initial weight BB03_W1	Intermediate weights Location LOCWT	Refusal NREFWT	Cross-sectional analysis weight BNBWT3	Longitudinal analysis weight BNBPANL3
Minimum percent	2	2	2	2	3
1	22	24	25	25	28
5	38	41	42	43	47
10	49	53	56	57	63
25	69	73	76	77	87
Median percent	86	91	95	96	112
75	107	112	121	123	146
90	229	243	257	259	277
95	334	367	385	395	395
99	454	496	573	605	623
Maximum percent	2,446	2,653	2,654	2,861	2,131
Design effect	1.713	1.767	1.839	1.846	1.679

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

6.2 Variance Estimation

For probability-based sample surveys, most estimates are nonlinear statistics. For example, a mean or proportion is calculated as *Ewy/Ew*, which 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 common procedures for estimating the variances of nonlinear survey statistics are Taylor series linearization procedures and replication methods. The replication method used in B&B:93/03 is balanced repeated replication (BRR). BRR is used because of its superiority for the estimation of the variances of quantiles, such as medians. The subsections below discuss the Taylor series and BRR methods of variance estimation for B&B:93/03.

6.2.1 Taylor Series

The Taylor series variance estimation procedure is a well-known technique for estimating variances of nonlinear statistics. The procedure substitutes the first-order Taylor series approximation of the nonlinear statistic into the variance formula based on the sampling design. Woodruff (1971) presents the mathematical formulation of this procedure. For stratified, multistage sampling designs, the Taylor series procedure requires analysis strata and analysis replicates based on the first stage sampling design. Since the B&B:93/03 sample is a subsample of the B&B:93/97 eligibles, the B&B:93/03 Taylor series strata and PSUs were derived from the Taylor series strata and PSUs for the B&B:93/97 sample.

The B&B:93/97 variance estimation strata and PSUs were defined as follows. Using the NPSAS:93 Taylor series strata and PSUs (where available), Taylor series strata (TAYSTRBB) and PSUs (TAYREPBB) were defined for the 11,160 B&B:93/97 eligible sample students.

Missing values were resolved using prior knowledge of how the variables were assigned for NPSAS:93 and other variables on the file. Once each sample student had non-missing Taylor series strata and PSUs, strata and PSUs were collapsed in order to get at least four respondents per PSU. This process resulted in variance estimation strata and PSUs for analyzing the B&B:93/97 data; these variables are named TAYSTR97 and TAYREP97.

To define variance estimation strata and PSUs for B&B:93/03, these B&B:93/97 Taylor series and PSUs were collapsed in order to get at least four respondents per PSU. The same collapsing rules that were used to obtain the Taylor series strata and PSUs for the B&B:93/97 respondents were used.

The following summarizes the variable names for the weights, analysis strata, and analysis replicates on the B&B:93/03 data file for use with Taylor series variance estimation.

TAYSTR03   B&B:93/03 analysis strata

TAYREP03   B&B:93/03 analysis replicate

BNBWT3   B&B:93/03 analysis weight for 2003 respondents, for cross-sectional analyses

BNBPANL3   B&B:93/03 panel weight, for respondents to all four studies: NPSAS:93, B&B:93/94, B&B:93/97, and B&B:93/03

6.2.2 Balanced Repeated Replication

BRR is one of two replication techniques commonly used to estimate the variances of survey statistics computed from complex sample surveys. (The other commonly used replication technique is the jackknife replication technique.) Wölter (1985) reviews both the Taylor series and replication techniques.

The BRR method is designed for a survey with L primary sampling strata and two PSUs selected per stratum. A half-sample replicate is formed by selecting one PSU from each stratum. For any given sample, there are 2^L such half-samples. If $\overline{y}_{st,\alpha}$ represents the estimate of the population mean calculated from the α-th replicate and $\overline{y}_{st}$ represents the stratified mean from the full sample, then the mean of $(\overline{y}_{st,\alpha} - \overline{y}_{st})^2$ over all 2^L half samples is identical to the textbook stratified variance estimator. BRR is essentially a method for selecting a set of k "balanced" replicates where k is much smaller than 2^L so that this same property holds for the set of k replicates (see chapter 3 of Wölter 1985). The BRR variance estimate is then computed as

$$\text{Var}_{\text{BRR}}\ (\overline{y}_{st}) = \sum_{\alpha=1}^{k} \frac{(\overline{y}_{st,\alpha} - \overline{y}_{st})^2}{k}\ .$$

BRR weights were computed for B&B:93/03 because of concern that the variances for medians and other quartiles may not be appropriate when computed using either Taylor series or jackknife methods. The Taylor series approach estimates the cumulative distribution function at

several points and then estimates variances for quartiles through inverse interpolation (see Francisco and Fuller 1991). Because these results depend on the points at which the cumulative distribution function and its variances are evaluated, they are subjective and require considerable care by the user. Likewise, jackknife methods are inconsistent for estimating the variances of nonsmooth functions, such as quartiles (see chapter 3 of Efron 1982); as the sample size increases, the estimates do not converge to the true value. Moreover, the resulting jackknife variance estimator has only two degrees of freedom, irrespective of the sample size.

As mentioned above, the BRR method is designed for surveys with two PSUs per stratum. Because the NPSAS:93 was not a two-PSU-per-stratum design, the first task was to approximate the design for variance estimation purposes as one with two analysis PSUs per stratum. Fortunately, that problem was solved when the NPSAS:93 jackknife weights were computed. As explained in section 7.4.2 of the NPSAS:93 Methodology Report, when computing the jackknife weights, a set of 42 pseudo-strata were developed. Instead of continuing with jackknife weights, BRR weights were computed for B&B:93/03 because of the superiority of BRR variance estimation for medians and other quantiles.

The $L = 42$ pseudo-strata defined for NPSAS:93 were used to compute BRR weights based on the initial weights for the B&B:93/03 follow-up, namely BB03_W1. Wölter (1985) explains that to achieve "full orthogonal balance," k half-sample replicates should be used where $k > L$ and k is a multiple of 4. Since $11*4 = 44$, $k = 44$ will be used. As Wölter further explains, any 44x44 Hadamard matrix can be used to define the 44 balanced half-samples. In particular, the 44 rows can be used to represent the 44 BRR replicates and any 42 columns can be used to represent the 42 NPSAS:93 pseudo-strata. A 44x44 Hadamard matrix was used to compute the BRR weights for B&B:93/03. Two columns were randomly selected to be deleted in order to identify 44 BRR replicate samples, as discussed below.

Using Wölter's notation (with rows and columns reversed), let $\delta_h^{(\alpha)}$ denote the element of the 44x44 Hadamard matrix in row h and column α. The "+1" and "-1" elements of the matrix will be used to define 44 initial balanced replicate weights from B03_01 and the NPSAS:93 jackknife replicate and stratum variables, JACKREP and JACKSTR, as follows:

+1   →   the α-th BRR replicate contains the observations in the first pseudo-replicate from pseudo-stratum h (BRRWTα = 2 times B03_01 if JACKREP = 1; BRRWTα = 0 if JACKREP = 2); and

–1   →   the α-th BRR replicate contains the observations in the second pseudo-replicate from pseudo-stratum h (BRRWTα = 2 times B03_01 if JACKREP = 2; BRRWTα = 0 if JACKREP = 1).

From each of the 44 BRR initial replicate weights defined in this manner, the final BRR replicate weights were computed using exactly the same weight adjustment procedures that had been implemented for the full B&B:93/03 sample.

Two sets of BRR weights were computed, one corresponding to the cross-sectional weight, and the other corresponding to the panel weight. The final BRR weights, rounded to integer values, are named as follows.

B03BRR01 – B03BRR44   BRR weights for the 2003 respondents, to be used for cross-sectional analyses; and

B3PBRR01 – B3PBRR44   BRR weights for respondents to the 1993, 1994, 1997, and 2003 surveys, to be used for longitudinal analyses.

In addition, BRR weights corresponding to the initial B&B weight, BNBWTO, were constructed for analyzing the full B&B cohort. These weights are

B00BRR01 – B00BRR44   BRR weights corresponding to BNBWTO, for the 11,190 students in the B&B cohort.

Table 31 summarizes the variables and how they are used in selected software packages that allow for BRR variance estimation (SUDAAN, WesVar, and STATA).

Table 31.   Analysis weight, strata, and replicate variables that are available from B&B:93/03

	Type of analysis	
	Cross-sectional	Longitudinal
	B&B:93/03 respondents	Respondents to all four of NPSAS:93, B&B:93/94, B&B:93/97, B&B:93/03
Weight variables for estimates	BNBPWT3	BNBPANL3
Taylor series variance estimation		
Variables denoting analysis strata and replicates	TAYSTR03 TAYREP03	TAYSTR03 TAYREP03
SUDAAN	DESIGN = WR WEIGHT BNBWT3; NEST TAYSTR03 TAYREP03;	DESIGN = WR WEIGHT BNBPANL3; NEST TAYSTR03 TAYREP03;
STATA	SVYSET [PWEIGHT = BNBWT3], STRATA (TAYSTR03), PSU (TAYREP03)	SVYSET [PWEIGHT = BNBPANL3], STRATA (TAYSTR03), PSU (TAYREP03)
SAS survey data analysis procedures	WEIGHT BNBWT3; STRATA TAYSTR03; CLUSTER TAYREP03	WEIGHT BNBPANL3; STRATA TAYSTR03; CLUSTER TAYREP03
BRR variance estimation		
Replicate weight variables	B03BRR01 – B03BRR44	B3PBRR01 – B3PBRR44
SUDAAN	DESIGN = BRR WEIGHT BNBWT3; REPWGT B03BRR01 – B03BRR44	DESIGN = BRR WEIGHT BNBPANL3; REPWGT B3PBRR01 – B3PBRR44
WESVAR	Method BRR Full sample weight BNBWT3 Replicates B03BRR01 – B03BRR44	Method BRR Full sample weight BNBPANL3 Replicates B3PBRR01 – B3PBRR44

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

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 statistics, 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 simply 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 (due to the 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, like B&B:93/03. However, nonrandom errors may occur if the sampling frame does not provide complete coverage of the target population. The B&B:93/03 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 section 6.3.1, design effect calculations are described, and sampling errors and design effects for some B&B:93/03 estimates are computed and presented for a variety of domains. Section 6.3.2 presents an analysis which compares the B&B:93/03 nonrespondents and respondents using characteristics known for both nonrespondents and respondents to look for characteristics that may be related to bias due to unit nonresponse and for variables that might be used in the weighting to adjust for this potential bias. An analysis examining the effect that the nonresponse adjustment had on this potential bias is also presented.

6.3.1 Measures of Precision: Standard Errors and Design Effects

The cumulative effect of random errors on the precision of a survey statistic is measured by the standard error of that statistic. The standard error of a statistic is the estimated standard deviation of the sampling distribution of the statistic over repeated samples of the same size using the same sampling design. Hence, the standard error of a survey statistic depends not only on the natural variability of the observations in the population and on the sample size, but also on the characteristics of the sampling design. Features of the sampling design that affect the sampling variance of a survey statistic (the square of the standard error) include stratification, multistage or cluster sampling, and unequal sampling rates. Stratification can increase precision if outcomes are more homogeneous within strata than between strata, but the other survey design features usually decrease precision. Moreover, statistical adjustment of the analysis weights to reduce the potential for bias due to nonresponse often decreases precision since these adjustments often cause an increase in the variability of the analysis weights.

The cumulative effect of the various factors affecting the precision of a survey statistic is often modeled as the survey design effect. The design effect, designated as DEFF, is defined as the ratio of the sampling variance of the statistic under the actual sampling design divided by the variance that would be expected for a simple random sample of the same size. The square root of the design effect (also called the root design effect, and designated as DEFT) is also useful. The following formulas define the design effects and root design effects:

$$\text{DEFF}(\hat{\theta}) = \frac{\text{Var}(\hat{\theta})}{\text{Var}_{\text{SRS}}(\hat{\theta})}$$

$$\text{DEFT}(\hat{\theta}) = \frac{\text{SE}(\hat{\theta})}{\text{SE}_{\text{SRS}}(\hat{\theta})}$$

In these formulas, $\hat{\theta}$ represents the survey statistic of interest. Hence, the design effect is unity (1.00), by definition, for simple random samples. For most practical sampling designs, the

survey design effect is greater than unity, reflecting that the precision is less than could be achieved with a simple random sampling of the same size (if such a design were practical). The size of the survey design effect depends largely on the sample size and intracluster correlation within the primary sampling units (e.g., number of students per institution and within-institution correlations). Hence, statistics that are based on observations that are highly correlated within institutions will have higher design effects for B&B:93/03.

The simple random sample variance used in this report is computed conditional on the sample size of the analysis domain. Specifically, if n_d is the respondent sample size in the domain and $\hat{\theta}_d$ is the weighted estimate of the proportion for the domain, then the simple random sample variance is computed as $\text{Var}_{\text{SRS}}(\hat{\theta}_d) = \dfrac{\hat{\theta}_d(1-\hat{\theta}_d)}{n_d}$.

To provide an approximate characterization of the precision with which B&B:93/03 survey statistics can be estimated, a series of tables has been prepared to provide estimates of key statistics, their standard errors, and the estimated survey design effects. These are presented in appendix H for a variety of survey estimates for domains defined by

- all respondents;
- race/ethnicity;
- gender, and
- control of the base year school (public or private)

Tables in this appendix give the percentage estimates, the design based standard errors (produced using BRR and SUDAAN [2001]), the denominator sample size, and DEFF and DEFT. The tables also give the mean, minimum, and maximum values of DEFF and DEFT for each domain. The tables present design effect results using both the cross-sectional and panel weights.

6.3.2 Measures of Bias

6.3.2.1 Nonresponse bias analysis

Unit nonresponse causes bias in survey estimates when the outcomes of respondents and nonrespondents are different. A bias analysis was conducted to determine if any variables are significantly biased due to nonresponse. Three types of nonresponse bias analyses were considered:

- nonrespondents versus respondents;
- early refusals who were later converted to respondents versus other respondents; and
- late respondents (those who responded August 1, 2003 or later) versus earlier respondents.

Persons who initially refused and those who responded later in the interview period, may have nonresponse-like behavior.

For the first of these, respondents and nonrespondents were characterized by comparing the weighted[13] percentage of respondents with the weighted percentage of nonrespondents for each category of important characteristics known for both respondents and nonrespondents. Characteristics used in the analysis included those used in the weight adjustments. As noted earlier, not all levels of all variables were included in the response adjustments due to model dependencies and small sample sizes. Statistical tests (*t* tests) were performed to determine whether the difference between respondents and nonrespondents is significant at the 5 percent level. Table 32 compares the demographic characteristics of respondents and nonrespondents. This table shows that the distributions of demographic characteristics such as race/ethnicity, citizenship, control of base-year institution, region of the base-year institution, whether the student applied for aid in the base year, receipt of federal, state, and/or institution aid, whether the student responded to prior rounds of data collection, and locator information (telephone numbers available, number of times an answering machine was encountered, and whether the student lives in a field cluster) are significantly different for respondents and nonrespondents.

Table 33 performs a similar analysis, but compares demographic characteristics of those respondents who initially refused but were later converted to respondents with other respondents. This comparison was made because the refusals who were converted are likely similar to the refusal nonrespondents who were not converted. This analysis shows few differences in the distributions of demographic variables for refusals who were later converted and other respondents. Distributions are significantly different, however, for the following characteristics: receipt of institution aid in the base year, whether the student responded to prior rounds of data collection, and the number of times an answering machine was encountered.

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[13] The unrounded base weight, BB03_W1U, was used. Missing values were excluded for the demographic variables.

Table 32. Comparison of B&B:93/03 respondents and nonrespondents

Demographic characteristics	Respondents		Nonrespondents		Full sample	
	Sample size	Percent estimate[1]	Sample size	Percent Estimate[1]	Sample size	Percent Estimate[1]
Age						
21 or younger	2,430	25.74	320	22.19	2,750	25.16
22	2,450	27.26	360	26.08	2,810	27.06
23	1,230	13.70	220	13.84	1,440	13.72
24 to 27	1,290	14.24	220	16.62	1,510	14.63
28 or older	1,560	19.06	310	21.28	1,870	19.43
Race/ethnicity						
White, non-Hispanic	7,660	85.39	1,100	75.19*	8,760	83.71
Black or African American, non-Hispanic	500	5.30	120	9.74*	620	6.03
Hispanic	440	5.04	100	5.89	530	5.18
Asian/Native Hawaiian/Other Pacific Islander	300	3.68	100	8.70*	400	4.51
American Indian/Alaska Native	60	0.58	10	0.47	70	0.56
Gender						
Male	3,820	44.39	670	48.21	4,490	45.02
Female	5,150	55.61	760	51.79	5,910	54.98
U.S. citizenship						
Yes	8,870	98.27	1,370	93.09*	10,240	97.42
No	100	1.73	50	6.91*	150	2.58
Attendance status						
Full time/full year: 1 institution	4,140	45.62	620	41.05	4,760	44.87
Full time/full year: more than 1 institution	190	0.90	30	1.37	230	0.97
Full time/part year	1,560	17.38	270	19.47	1,830	17.72
Part time/full year: 1 institution	1,350	16.64	220	17.02	1,560	16.70
Part time/full year: more than 1 institution	130	0.86	20	0.85	150	0.86
Part time/part year	1,550	18.61	250	20.25	1,800	18.88
Institution control						
Public	5,850	67.64	910	62.33*	6,760	66.76
Private, not-for-profit	3,050	31.12	500	34.43	3,550	31.67
Private, for-profit	70	1.23	20	3.25	90	1.57
Institution region						
New England	650	7.02	100	7.12	750	7.04
Mid East	1,470	15.79	280	21.72*	1,740	16.77
Great Lakes	1,470	17.70	230	15.97	1,690	17.41
Plains	790	9.40	80	6.61	870	8.94
Southeast	2,210	23.46	380	23.36	2,590	23.44
Southwest	1,000	11.59	150	9.02	1,150	11.17
Rocky Mountains	310	3.16	40	3.19	350	3.17
Far West	990	11.28	160	12.47	1,150	11.48
Outlying areas	70	0.59	20	0.54	90	0.58
Type of institution/enrollment category						
Public						
Fewer than 2,500	140	0.87	30	1.26	170	0.94
2,500–4,999	410	3.63	70	4.10	490	3.70
5,000–9,999	900	9.76	150	9.48	1,050	9.71
10,000–19,999	1,380	17.17	210	16.26	1,590	17.02
20,000 or more	3,010	36.28	450	31.29	3,460	35.46

See notes at end of table.

Table 32. Comparison of B&B:93/03 respondents and nonrespondents—Continued

Demographic characteristics	Respondents Sample size	Respondents Percent estimate[1]	Nonrespondents Sample size	Nonrespondents Percent estimate[1]	Full sample Sample size	Full sample Percent estimate[1]
Type of institution/enrollment category—Continued						
Private, not-for-profit						
Fewer than 1,000	220	1.72	30	2.31	250	1.82
1,000–2,499	970	8.78	150	7.90	1,110	8.64
2,500–4,999	710	7.07	100	6.69	810	7.01
5,000–9,999	580	6.76	100	7.50	670	6.88
10,000 or more	580	6.72	120	9.96	690	7.26
Private, for-profit						
Fewer than 1,000	30	0.76	10	2.19	40	1.00
1,000 or more	30	0.48	10	1.07	50	0.58
B&B institution stratum[2]						
Public 4-year first-professional high education	360	4.26	50	3.17	410	4.08
Public 4-year first-professional low education	2,250	25.97	320	21.51	2,570	25.23
Private 4-year first-professional high education	660	8.35	140	11.75	800	8.91
Private 4-year first-professional low education	250	2.32	40	3.25	300	2.48
Public 4-year doctor's high education	350	4.72	50	3.90	410	4.58
Public 4-year doctor's low education	760	9.12	120	7.62	880	8.87
Private 4-year doctor's high education	110	1.13	30	2.15	140	1.30
Private 4-year doctor's low education	130	1.09	20	0.74	150	1.03
Public 4-year master's high education	300	3.51	50	3.45	360	3.50
Public 4-year master's low education	1,600	17.77	280	20.34	1,880	18.19
Private 4-year master's high education	140	0.67	20	0.47	160	0.64
Private 4-year master's low education	1,020	10.61	160	10.25	1,170	10.55
Public 4-year bachelor's high education	110	0.53	10	0.29	120	0.49
Public 4-year bachelor's low education	120	1.77	20	2.05	140	1.81
Private 4-year bachelor's high education	100	0.80	10	0.65	120	0.78
Private 4-year bachelor's low education	700	7.38	110	8.40	810	7.55
B&B student stratum						
Other students: Combined cell	480	17.23	90	18.94	570	17.51
Business majors	720	16.40	140	16.18	860	16.37
Nonbusiness majors	7,770	66.37	1,210	64.88	8,970	66.12
Applied for aid						
Yes	5,080	52.36	770	47.71*	5,850	51.61
No	3,680	47.64	610	52.29*	4,290	48.39
Receipt of federal aid						
Yes	3,590	32.97	570	32.59	4,160	32.91
No	5,360	67.03	860	67.41	6,220	67.09
Receipt of Pell Grant						
Yes	2,030	17.17	340	18.76	2,370	17.43
No	6,930	82.83	1,080	81.24	8,010	82.57
Receipt of Stafford Loan						
Yes	2,750	25.30	430	24.64	3,180	25.19
No	6,200	74.70	1,000	75.36	7,200	74.81
Receipt of state aid						
Yes	1,400	12.62	210	10.75	1,610	12.31
No	7,550	87.38	1,220	89.25	8,770	87.69
Receipt of institution aid						
Yes	2,350	22.16	300	17.80*	2,660	21.44
No	6,600	77.84	1,120	82.20*	7,720	78.56

See notes at end of table.

Table 32.   Comparison of B&B:93/03 respondents and nonrespondents—Continued

Demographic characteristics	Respondents		Nonrespondents		Full sample	
	Sample size	Percent estimate[1]	Sample size	Percent estimate[1]	Sample size	Percent estimate[1]
Receipt of any aid						
Yes	4,910	48.95	740	43.97*	5,650	48.13
No	4,050	51.05	690	56.03*	4,730	51.87
Prior respondent						
Respondent to either B&B:93/94 or B&B:93/97	8,860	96.30	1,320	84.37*	10,180	94.32
Nonrespondent to both surveys	110	3.70	110	15.63*	220	5.68
Parents' income (for dependent students)						
Less than $10,000	190	1.91	40	1.89	220	1.91
10,000–19,999	330	3.09	50	2.77	390	3.03
20,000–29,999	510	5.11	80	4.61	590	5.03
30,000–39,999	560	6.00	80	5.75	640	5.96
40,000–49,999	670	7.38	80	6.65	750	7.26
50,000–59,999	920	11.46	170	12.30	1,090	11.60
60,000–69,999	680	8.16	100	7.00	780	7.97
70,000–79,999	410	4.80	60	4.50	470	4.75
80,000–99,999	480	5.45	60	4.76	540	5.33
100,000 or more	650	7.51	80	6.40	730	7.33
Student's income (for independent students)						
Less than $5,000	680	6.88	130	9.00	820	7.22
5,000–9,999	690	6.77	100	6.61	800	6.74
10,000–19,999	720	7.92	150	10.72	870	8.38
20,000–29,999	440	5.36	80	5.59	520	5.39
30,000–49,999	570	7.85	90	7.16	660	7.74
50,000 or more	300	4.36	50	4.30	340	4.35
Telephone numbers available						
0 or 1	400	4.80	90	8.36*	490	5.39
2	1,230	14.42	230	18.58	1,460	15.11
3	2,110	23.37	320	22.70	2,430	23.26
4	2,110	22.97	300	19.33	2,400	22.37
5	1,980	21.58	250	16.24*	2,230	20.70
6	800	8.77	140	8.44	940	8.71
7 or more	360	4.09	90	6.33	450	4.46
Number times answering machine encountered						
0	2,880	32.25	220	16.98*	3,110	29.72
1	860	9.24	90	6.14*	950	8.73
More than 1	5,230	58.51	1,110	76.88*	6,340	61.55
In field cluster						
Yes	4,000	46.74	700	53.01*	4,700	47.78
No	4,970	53.26	730	46.99*	5,700	52.22

*Difference between respondents and nonrespondents is significant at the $p < 0.05/(c-1)$ level, where c is the number of categories within the primary variable.
[1]The weight used is BB03_W1U (unrounded initial weight for B&B:03).
[2]Due to small cell sizes, private, not-for-profit and private, for-profit institutions were combined.
NOTE: Characteristics are from base-year data (NPSAS:93) with the exceptions of citizenship (B&B:93/97), and phone numbers available, times answering machine encountered, and whether in field cluster (B&B:93/03).   Missing values are excluded from the table. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table 33.   Comparison of B&B:93/03 converted refusals and other respondents

Demographic characteristics	Converted refusals		Other respondents		Total respondents	
	Sample size	Percent estimate[1]	Sample size	Percent estimate[1]	Sample size	Percent estimate[1]
Age						
21 or younger	120	21.84	2,300	26.00	2,430	25.74
22	110	25.37	2,330	27.38	2,450	27.26
23	80	16.84	1,150	13.50	1,230	13.70
24 to 27	80	13.16	1,210	14.31	1,290	14.24
28 or older	90	22.79	1,470	18.82	1,560	19.06
Race/ethnicity						
White, non-Hispanic	430	89.18	7,240	85.14	7,660	85.39
Black or African American, non-Hispanic	20	5.15	480	5.31	500	5.30
Hispanic	20	2.93	420	5.18	440	5.04
Asian/Native Hawaiian/Other Pacific Islander	10	1.98	290	3.80	300	3.68
American Indian/Alaska Native	10	0.75	50	0.57	60	0.58
Gender						
Male	220	47.47	3,600	44.19	3,820	44.39
Female	270	52.53	4,880	55.81	5,150	55.61
U.S. citizenship						
Yes	480	98.41	8,390	98.26	8,870	98.27
No	10	1.59	90	1.74	100	1.73
Attendance status						
Full time/full year: 1 institution	220	42.98	3,920	45.79	4,140	45.62
Full time/full year: more than 1 institution	10	1.14	180	0.88	190	0.90
Full time/part year	80	16.57	1,480	17.43	1,560	17.38
Part time/full year: 1 institution	80	18.44	1,260	16.52	1,350	16.64
Part time/full year: more than one institution	10	0.99	120	0.86	130	0.86
Part time/part year	80	19.88	1,470	18.52	1,550	18.61
Institution control						
Public	320	65.68	5,530	67.77	5,850	67.64
Private, not-for-profit	160	32.72	2,890	31.02	3,050	31.12
Private, for-profit	10	1.60	60	1.21	70	1.23
Institution region						
New England	40	7.95	610	6.96	650	7.02
Mid East	90	18.67	1,380	15.60	1,470	15.79
Great Lakes	90	19.62	1,380	17.57	1,470	17.70
Plains	50	8.94	750	9.43	790	9.40
Southeast	110	20.97	2,100	23.62	2,210	23.46
Southwest	60	13.32	940	11.48	1,000	11.59
Rocky Mountains	10	2.20	290	3.23	310	3.16
Far West	50	8.21	940	11.49	990	11.28
Outlying areas	#	0.11	70	0.62	70	0.59
Type of institution/enrollment category						
Public						
Fewer than 2,500	#	0.30	130	0.91	140	0.87
2,500–4,999	30	4.02	380	3.60	410	3.63
5,000–9,999	50	10.16	840	9.73	900	9.76
10,000–19,999	80	17.58	1,300	17.14	1,380	17.17
20,000 or more	150	33.70	2,860	36.45	3,010	36.28

See notes at end of table.

Table 33.   Comparison of B&B:93/03 converted refusals and other respondents—Continued

Demographic characteristics	Converted refusals		Other respondents		Total respondents	
	Sample size	Percent estimate[1]	Sample size	Percent estimate[1]	Sample size	Percent estimate[1]
Type of institution/enrollment category						
Private, not-for-profit						
Fewer than 1,000	#	0.38	210	1.81*	220	1.72
1,000–2,499	50	9.83	920	8.71	970	8.78
2,500–4,999	50	8.21	670	7.00	710	7.07
5,000–9,999	40	10.36	540	6.52	580	6.76
10,000 or more	30	3.87	550	6.91	580	6.72
Private, for-profit						
Fewer than 1,000	#	0.56	30	0.77	30	0.76
1,000 or more	#	1.04	30	0.44	30	0.48
B&B institution stratum[2]						
Public 4-year first-professional high education	20	5.96	340	4.14	360	4.26
Public 4-year first-professional low education	110	22.58	2,140	26.20	2,250	25.97
Private 4-year first-professional high education	30	6.52	630	8.47	660	8.35
Private 4-year first-professional low education	10	1.54	240	2.38	250	2.32
Public 4-year doctor's high education	10	2.77	340	4.84	350	4.72
Public 4-year doctor's low education	50	9.42	710	9.10	760	9.12
Private 4-year doctor's high education	10	1.64	110	1.09	110	1.13
Private 4-year doctor's low education	10	1.61	120	1.06	130	1.09
Public 4-year master's high education	20	2.99	290	3.55	300	3.51
Public 4-year master's low education	100	21.28	1,500	17.54	1,600	17.77
Private 4-year master's high education	#	0.52	140	0.68	140	0.67
Private 4-year master's low education	60	11.16	960	10.57	1,020	10.61
Public 4-year bachelor's high education	10	0.62	100	0.52	110	0.53
Public 4-year bachelor's low education	#	0.09	120	1.88*	120	1.77
Private 4-year bachelor's high education	10	0.81	100	0.80	100	0.80
Private 4-year bachelor's low education	40	10.51	660	7.18	700	7.38
B&B student stratum						
Other students: Combined cell	30	17.80	450	17.19	480	17.23
Business majors	60	22.73	670	15.99*	720	16.40
Nonbusiness majors	390	59.47	7,370	66.82*	7,770	66.37
Applied for aid						
Yes	280	50.76	4,810	52.47	5,080	52.36
No	200	49.24	3,480	47.53	3,680	47.64
Receipt of federal aid						
Yes	210	34.98	3,390	32.84	3,590	32.97
No	280	65.02	5,080	67.16	5,360	67.03
Receipt of Pell Grant						
Yes	120	18.87	1,910	17.06	2,030	17.17
No	370	81.13	6,560	82.94	6,930	82.83
Receipt of Stafford Loan						
Yes	160	27.91	2,590	25.13	2,750	25.30
No	330	72.09	5,870	74.87	6,200	74.70
Receipt of state aid						
Yes	90	12.77	1,320	12.61	1,400	12.62
No	400	87.23	7,150	87.39	7,550	87.38
Receipt of institution aid						
Yes	120	16.94	2,230	22.50*	2,350	22.16
No	370	83.06	6,230	77.50*	6,600	77.84

See notes at end of table.

Table 33.   Comparison of B&B:93/03 converted refusals and other respondents—Continued

Demographic characteristics	Converted refusals		Other respondents		Total respondents	
	Sample size	Percent estimate[1]	Sample size	Percent estimate[1]	Sample size	Percent estimate[1]
Receipt of any aid						
Yes	270	48.03	4,640	49.01	4,910	48.95
No	220	51.97	3,830	50.99	4,050	51.05
Prior respondent						
Respondent to either B&B:93/94 or						
B&B:93/97	470	89.48	8,390	96.75*	8,860	96.30
Nonrespondent to both surveys	20	10.52	90	3.25*	110	3.70
Parents' income (for dependent students)						
Less than $10,000	10	0.84	180	1.98*	190	1.91
10,000–19,999	20	2.76	320	3.11	330	3.09
20,000–29,999	30	5.35	480	5.10	510	5.11
30,000–39,999	40	6.03	530	6.00	560	6.00
40,000–49,999	40	9.70	630	7.22	670	7.38
50,000–59,999	50	12.40	870	11.40	920	11.46
60,000–69,999	30	7.04	650	8.23	680	8.16
70,000–79,999	20	4.84	400	4.80	410	4.80
80,000–99,999	20	2.89	460	5.62*	480	5.45
100,000 or more	30	6.49	620	7.58	650	7.51
Student's income (for independent students)						
Less than $5,000	40	7.30	650	6.85	680	6.88
5,000–9,999	40	7.05	650	6.75	690	6.77
10,000–19,999	30	4.92	690	8.12*	720	7.92
20,000–29,999	30	6.84	410	5.26	440	5.36
30,000–49,999	40	11.80	530	7.59	570	7.85
50,000 or more	20	3.76	280	4.40	300	4.36
Telephone numbers available						
0 or 1	20	5.29	380	4.77	400	4.80
2	70	14.92	1,160	14.39	1,230	14.42
3	130	23.92	1,980	23.33	2,110	23.37
4	100	20.52	2,000	23.13	2,110	22.97
5	90	21.92	1,880	21.56	1,980	21.58
6	40	7.88	760	8.83	800	8.77
7 or more	30	5.57	320	3.99	360	4.09
Number times answering machine encountered						
0	#	12.39	2,830	33.55*	2,880	32.25
1	20	5.25	840	9.51*	860	9.24
More than 1	420	82.37	4,810	56.94*	5,230	58.51
In field cluster						
Yes	220	46.61	3,790	46.75	4,000	46.74
No	270	53.39	4,700	53.25	4,970	53.26

#Rounds to zero.
*Difference between respondents and nonrespondents is significant at the $p < 0.05/(c-1)$ level, where c is the number of categories within the primary variable.
[1]The weight used is BB03_W1U (unrounded initial weight for B&B:03).
[2]Due to small cell sizes, private, not-for-profit and private, for-profit institutions were combined.
NOTE: Characteristics are from base-year data (NPSAS:93) with the exceptions of citizenship (B&B:93/97), phone numbers available, times answering machine encountered, and whether in field cluster (B&B:93/03).   Missing values are excluded from the table. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table 34 compares the demographic distributions of those who responded early (July 31, 2003, or earlier) with those who responded later (August 1, 2003, or later). This analysis was performed because it is likely that those who responded later in the interview period may be similar to those who did not respond. This analysis shows that the distributions of early and late responders are similar for many of the demographic characteristics. However, the distributions of race/ethnicity, gender, citizenship status, student stratum, whether the student applied for aid in the base year, receipt of any aid in the base year, whether the student responded to prior rounds of data collection, and locator information (number of telephone numbers available, number of times an answering machine was encountered, and whether the student lived in a field cluster) are significantly different for early versus late respondents.

The nonresponse bias was estimated for variables known for both respondents and nonrespondents. The bias in an estimated mean based on respondents, $\overline{y}_R$, will be estimated as the difference between this mean and the target parameter, B, being estimated (i.e., the mean that would be estimated if a complete census of the target population were conducted). This bias can be expressed as follows:

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

The estimated mean based on nonrespondents, $\overline{y}_{NR}$, can be computed using data for the particular variable for which the data for most of the nonrespondents were available. π can be estimated as follows:

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

where η is the weighted unit nonresponse rate. Therefore, the bias can be estimated as follows:

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

or equivalently

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

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.

The variance of the bias is then computed as follows:

$$\text{var}(\hat{B}) = \eta^2 \, \text{var}(\overline{y}_R - \overline{y}_{NR})$$

where $\overline{y}_R$ and $\overline{y}_{NR}$ are the estimates using the original weights and $\text{var}(\overline{y}_R - \overline{y}_{NR})$ was estimated using Taylor series linearization (taking into account the covariance between $\overline{y}_R$ and $\overline{y}_{NR}$). A t test was used to determine which variables have significant nonresponse bias at the 5 percent level.

Table 34.   Comparison of B&B:93/03 late respondents and early respondents

Demographic characteristics	Late respondents		Early respondents		Total respondents	
	Sample size	Percent estimate[1]	Sample size	Percent estimate[1]	Sample size	Percent estimate[1]
Age						
21 or younger	450	26.03	1,980	25.67	2,430	25.74
22	490	29.47	1,960	26.68	2,450	27.26
23	250	14.80	970	13.42	1,230	13.70
24 to 27	240	13.10	1,050	14.53	1,290	14.24
28 or older	260	16.60	1,300	19.70	1,560	19.06
Race/ethnicity						
White, non-Hispanic	1,350	80.54	6,310	86.65*	7,660	85.39
Black or African American, non-Hispanic	120	6.58	380	4.97	500	5.30
Hispanic	120	7.48	310	4.41*	440	5.04
Asian/Native Hawaiian/Other Pacific Islander	80	4.75	220	3.41	300	3.68
American Indian/Alaska Native	10	0.66	40	0.56	60	0.58
Gender						
Male	770	48.41	3,050	43.35*	3,820	44.39
Female	920	51.59	4,230	56.65*	5,150	55.61
U.S. citizenship						
Yes	1,660	96.71	7,210	98.67*	8,870	98.27
No	30	3.29	70	1.33*	100	1.73
Attendance status						
Full time/full year: 1 institution	810	47.76	3,330	45.06	4,140	45.62
Full time/full year: more than 1 institution	40	0.84	160	0.91	190	0.90
Full-time/part year	280	18.01	1,280	17.21	1,560	17.38
Part time/full year: 1 institution	240	15.59	1,100	16.91	1,350	16.64
Part time/full year: more than 1 institution	20	0.72	110	0.90	130	0.86
Part time/part year	280	17.09	1,270	19.00	1,550	18.61
Institution control						
Public	1,090	66.66	4,760	67.90	5,850	67.64
Private, not-for-profit	590	31.11	2,470	31.12	3,050	31.12
Private, for-profit	20	2.23	50	0.98	70	1.23
Institution region						
New England	120	6.43	530	7.17	650	7.02
Mid East	320	17.95	1,150	15.23	1,470	15.79
Great Lakes	270	18.89	1,200	17.39	1,470	17.70
Plains	110	7.06	680	10.01*	790	9.40
Southeast	410	22.47	1,810	23.72	2,210	23.46
Southwest	190	11.91	810	11.51	1,000	11.59
Rocky Mountains	50	2.27	260	3.39	310	3.16
Far West	200	11.80	780	11.15	990	11.28
Outlying areas	30	1.22	40	0.43	70	0.59
Type of institution/enrollment category						
Public						
Fewer than 2,500	10	0.70	120	0.92	140	0.87
2,500–4,999	80	3.27	340	3.72	410	3.63

See notes at end of table.

Table 34. Comparison of B&B:93/03 late respondents and early respondents—Continued

Demographic characteristics	Late respondents		Early respondents		Total respondents	
	Sample size	Percent estimate[1]	Sample size	Percent estimate[1]	Sample size	Percent estimate[1]
Type of institution/enrollment category—Continued						
Public—Continued						
5,000–9,999	170	9.86	730	9.73	900	9.76
10,000–19,999	260	16.96	1,120	17.22	1,380	17.17
20,000 or more	570	35.87	2,440	36.39	3,010	36.28
Private, not-for-profit						
Fewer than 1,000	40	1.60	180	1.75	220	1.72
1,000–2,499	170	8.86	790	8.76	970	8.78
2,500–4,999	150	7.47	560	6.97	710	7.07
5,000–9,999	120	7.13	460	6.66	580	6.76
10,000 or more	110	6.05	470	6.90	580	6.72
Private, for-profit						
Fewer than 1,000	10	1.71	20	0.51	30	0.76
1,000 or more	10	0.52	30	0.47	30	0.48
B&B institution stratum[2]						
Public 4-year first-professional high education	50	3.24	310	4.52	360	4.26
Public 4-year first-professional low education	420	25.74	1,840	26.03	2,250	25.97
Private 4-year first-professional high education	130	8.36	540	8.35	660	8.35
Private 4-year first-professional low education	40	1.92	210	2.43	250	2.32
Public 4-year doctor's high education	70	5.25	280	4.58	350	4.72
Public 4-year doctor's low education	140	9.02	620	9.15	760	9.12
Private 4-year doctor's high education	30	1.37	90	1.06	110	1.13
Private 4-year doctor's low education	30	1.18	100	1.07	130	1.09
Public 4-year master's high education	60	3.59	240	3.49	300	3.51
Public 4-year master's low education	320	18.38	1,280	17.61	1,600	17.77
Private 4-year master's high education	20	0.64	120	0.67	140	0.67
Private 4-year master's low education	200	10.34	820	10.68	1,020	10.61
Public 4-year bachelor's high education	20	0.43	90	0.55	110	0.53
Public 4-year bachelor's low education	20	1.01	100	1.96	120	1.77
Private 4-year bachelor's high education	10	0.44	90	0.89	100	0.80
Private 4-year bachelor's low education	140	9.09	560	6.94	700	7.38
B&B student stratum						
Other students: Combined cell	110	19.52	370	16.64	480	17.23
Business majors	160	17.84	570	16.03	720	16.40
Nonbusiness majors	1,430	62.64	6,340	67.33*	7,770	66.37
Applied for aid						
Yes	930	49.19	4,160	53.18*	5,080	52.36
No	720	50.81	2,960	46.82*	3,680	47.64
Receipt of federal aid						
Yes	680	32.29	2,910	33.15	3,590	32.97
No	1,010	67.71	4,360	66.85	5,360	67.03
Receipt of Pell Grant						
Yes	400	16.64	1,630	17.3	2,030	17.17
No	1,300	83.36	5,630	82.6	6,930	82.83

See notes at end of table.

Table 34. Comparison of B&B:93/03 late respondents and early respondents—Continued

Demographic characteristics	Late respondents Sample size	Late respondents Percent estimate[1]	Early respondents Sample size	Early respondents Percent estimate[1]	Total respondents Sample size	Total respondents Percent estimate[1]
Receipt of Stafford Loan						
Yes	530	24.95	2,230	25.39	2,750	25.30
No	1,160	75.05	5,040	74.61	6,200	74.70
Receipt of state aid						
Yes	270	11.89	1,130	12.81	1,400	12.62
No	1,420	88.11	6,130	87.19	7,550	87.38
Receipt of institution aid						
Yes	430	21.69	1,920	22.28	2,350	22.16
No	1,260	78.31	5,340	77.72	6,600	77.84
Receipt of any aid						
Yes	900	45.40	4,010	49.87*	4,910	48.95
No	790	54.60	3,250	50.13*	4,050	51.05
Prior respondent						
Respondent to either B&B:93/94 or B&B:93/97	1,640	92.01	7,220	97.41*	8,860	96.30
Nonrespondent to both surveys	50	7.99	60	2.59*	110	3.70
Parents' income (for dependent students)						
Less than $10,000	50	2.44	140	1.78	190	1.91
10,000–19,999	60	2.74	270	3.18	330	3.09
20,000–29,999	110	6.00	400	4.88	510	5.11
30,000–39,999	100	5.85	460	6.04	560	6.00
40,000–49,999	130	7.55	540	7.33	670	7.38
50,000–59,999	200	13.85	720	10.84	920	11.46
60,000–69,999	110	7.45	560	8.34	680	8.16
70,000–79,999	90	6.24	330	4.43	410	4.80
80,000–99,999	80	5.26	400	5.50	480	5.45
100,000 or more	130	7.77	520	7.45	650	7.51
Students' income (for independent students)						
Less than $5,000	130	5.85	560	7.14	680	6.88
5,000–9,999	130	6.84	560	6.75	690	6.77
10,000–19,999	120	6.47	600	8.30	720	7.92
20,000–29,999	80	4.98	370	5.45	440	5.36
30,000–49,999	100	7.35	470	7.98	570	7.85
50,000 or more	40	3.37	250	4.62	300	4.36
Telephone numbers available						
0 or 1	70	5.06	330	4.73	400	4.80
2	200	13.50	1,030	14.66	1,230	14.42
3	340	19.94	1,760	24.26*	2,110	23.37
4	380	21.59	1,720	23.33	2,110	22.97
5	330	19.69	1,640	22.08	1,980	21.58
6	220	12.05	580	7.92*	800	8.77
7 or more	140	8.19	210	3.02*	360	4.09

See notes at end of table.

Table 34. Comparison of B&B:93/03 late respondents and early respondents—Continued

Demographic characteristics	Late respondents		Early respondents		Total respondents	
	Sample size	Percent estimate[1]	Sample size	Percent estimate[1]	Sample size	Percent estimate[1]
Number times answering machine encountered						
0	140	8.65	2,740	38.36*	2,880	32.25
1	60	3.57	800	10.71*	860	9.24
More than 1	1,490	87.78	3,740	50.93*	5,230	58.51
In field cluster						
Yes	980	60.66	3,030	43.13*	4,000	46.74
No	710	39.34	4,250	56.87*	4,970	53.26

* Difference between respondents and nonrespondents is significant at the $p < 0.05/(c-1)$ level, where c is the number of categories within the primary variable.
[1] The weight used is BB03_W1U (unrounded initial weight for B&B:93/03).
[2] Due to small cell sizes, private, not-for-profit and private, for-profit institutions were combined.
NOTE: Characteristics are from base-year data (NPSAS:93) with the exceptions of citizenship (B&B:93/97), phone numbers available, times answering machine encountered, and whether in field cluster (B&B:93/03).   Missing values are excluded from the table. Detail may not sum to totals because of rounding. Late respondents are those who respondented after August 1, 2003.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

The first set of columns in table 35 shows the estimated bias before weighting for characteristics available for most responding and nonresponding students. The bias of several variables is statistically significant, such as race/ethnicity, citizenship, control and region of the base-year institution, whether the student applied for aid in the base year, whether aid was received, and whether the student responded to one of the prior rounds of the survey. However, the bias is small for some of these variables.

The second set of columns in table 36 shows the estimated bias after the nonresponse weight adjustments for variables available for most responding and nonresponding students. Some variables have zero bias after the nonresponse adjustments, and the bias is not significantly different from zero for the remaining variables.

Weight adjustments are typically used to reduce bias due to unit nonresponse, and the results in tables 32–35 show that these adjustments are definitely important for reducing the potential for nonresponse bias due to the differences between respondents and nonrespondents. The nonresponse models incorporated the survey stratification variables, variables identified during the CHAID analysis, and other variables that were thought to be predictive of nonresponse (i.e., the variables in the rows of tables 32–35). The three steps of nonresponse adjustment:

- inability to locate the student;

- refusal to be interviewed; and

- other noninterview

were used to adjust for the potential bias resulting from the three different types of nonresponse. Section 6.1 of this chapter gives details of the weighting.

Table 35. Nonresponse bias before and after weight adjustments for selected variables: 2003

Demographic characteristics	Unweighted respondents	Unweighted non-respondents	Before nonresponse adjustment				After nonresponse weight adjustment		
			Respondent percentage, original weights	Non-respondent percentage, original weights	Estimated bias	Percent relative bias	Percentage, final adjusted weights	Estimated bias	Percent relative bias
Age									
21 or younger	2,430	320	25.74	22.19	0.59	2.34	25.15	-0.01	-0.03
22	2,450	360	27.26	26.08	0.20	0.72	27.09	0.03	0.10
23	1,230	220	13.70	13.84	-0.02	-0.17	13.71	-0.01	-0.09
24 to 27	1,290	220	14.24	16.62	-0.39	-2.69	14.62	-0.01	-0.04
28 or older	1,560	310	19.06	21.28	-0.37	-1.88	19.43	#	-0.02
Race/Ethnicity									
White, non-Hispanic	7,660	1,100	85.39	75.19	1.68	2.01*	83.73	0.02	0.03
Black or African American, non-Hispanic	500	120	5.30	9.74	-0.73	-12.15*	6.03	#	-0.08
Hispanic	440	100	5.04	5.89	-0.14	-2.69	5.16	-0.02	-0.36
Asian/Native Hawaiian/Other Pacific Islander	300	100	3.68	8.70	-0.83	-18.34*	4.51	#	0.04
American Indian/Alaska Native	60	10	0.58	0.47	0.02	3.21	0.56	#	-0.06
Gender									
Male	3,820	670	44.39	48.21	-0.63	-1.40	45.01	-0.01	-0.03
Female	5,150	760	55.61	51.79	0.63	1.15	54.99	0.01	0.02
U.S. citizenship									
Yes	8,870	1,370	98.27	93.09	0.86	0.88*	97.42	#	#
No	100	50	1.73	6.91	-0.86	-33.10*	2.58	#	-0.01
Attendance status									
Full time/full year: 1 institution	4,140	620	45.62	41.05	0.75	1.68	44.89	0.03	0.06
Full time/full year: more than 1 institution	190	30	0.90	1.37	-0.08	-7.99	0.97	#	-0.13
Full time/part year	1,560	270	17.38	19.47	-0.35	-1.95	17.66	-0.07	-0.37
Part time/full year: 1 institution	1,350	220	16.64	17.02	-0.06	-0.38	16.72	0.02	0.10
Part time/full year: more than 1 institution	130	20	0.86	0.85	#	0.33	0.86	#	-0.02
Part time/part year	1,550	250	18.61	20.25	-0.27	-1.43	18.90	0.02	0.12
Institution control									
Public	5,850	910	67.64	62.33	0.88	1.32*	66.76	#	#
Private, not-for-profit	3,050	500	31.12	34.43	-0.55	-1.73	31.67	#	#
Private, for-profit	70	20	1.23	3.25	-0.33	-21.26	1.57	#	#
Institution region									
New England	650	100	7.02	7.12	-0.02	-0.23	7.04	#	0.06
Mid East	1,470	280	15.79	21.72	-0.98	-5.86*	16.77	#	#
Great Lakes	1,470	230	17.70	15.97	0.29	1.65	17.41	-0.01	-0.04
Plains	790	80	9.40	6.61	0.46	5.16	8.94	0.01	0.07

See notes at end of table.

Table 35.   Nonresponse bias before and after weight adjustments for selected variables: 2003—Continued

Demographic characteristics	Unweighted respondents	Unweighted non-respondents	Respondent percentage, original weights	Nonrespondent percentage, original weights	Estimated bias	Percent relative bias	Percentage, final adjusted weights	Estimated bias	Percent relative bias
				Before nonresponse adjustment			After nonresponse weight adjustment		
Institution region—Continued									
Southeast	2,210	380	23.46	23.36	0.02	0.07	23.44	#	-0.01
Southwest	1,000	150	11.59	9.02	0.43	3.81	11.16	#	-0.03
Rocky Mountains	310	40	3.16	3.19	-0.01	-0.16	3.16	#	-0.10
Far West	990	160	11.28	12.47	-0.20	-1.72	11.49	0.01	0.07
Outlying areas	70	20	0.59	0.54	0.01	1.58	0.58	#	-0.47
Type of institution/enrollment category									
Public									
Fewer than 2,500	140	30	0.87	1.26	-0.06	-6.84	0.93	#	-0.02
2,500–4,999	410	70	3.63	4.10	-0.08	-2.13	3.70	#	-0.04
5,000–9,999	900	150	9.76	9.48	0.05	0.47	9.71	#	0.01
10,000–19,999	1,380	210	17.17	16.26	0.15	0.89	17.01	#	-0.02
20,000 or more	3,010	450	36.28	31.29	0.83	2.34	35.45	#	-0.01
Private, not-for-profit									
Fewer than 1,000	220	30	1.72	2.31	-0.10	-5.38	1.82	#	-0.02
1,000–2,499	970	150	8.78	7.90	0.15	1.68	8.63	#	-0.05
2,500–4,999	710	100	7.07	6.69	0.06	0.91	7.01	#	#
5,000–9,999	580	100	6.76	7.50	-0.12	-1.78	6.89	0.01	0.08
10,000 or more	580	120	6.72	9.96	-0.54	-7.38	7.27	0.01	0.08
Private, for-profit									
Fewer than 1,000	30	10	0.76	2.19	-0.24	-23.74	1.00	#	-0.02
1,000 or more	30	10	0.48	1.07	-0.10	-16.97	0.58	#	-0.02
B&B institution stratum[1]									
Public 4-year first-professional high education	360	50	4.26	3.17	0.18	4.42	4.08	#	#
Public 4-year first-professional low education	2,250	320	25.97	21.51	0.74	2.93	25.23	#	#
Private 4-year first-professional high education	660	140	8.35	11.75	-0.56	-6.32	8.91	#	#
Private 4-year first-professional low education	250	40	2.32	3.25	-0.15	-6.18	2.48	#	#
Public 4-year doctor's high education	350	50	4.72	3.90	0.14	2.95	4.58	#	#
Public 4-year doctor's low education	760	120	9.12	7.62	0.25	2.80	8.87	#	#
Private 4-year doctor's high education	110	30	1.13	2.15	-0.17	-13.12	1.30	#	#
Private 4-year doctor's low education	130	20	1.09	0.74	0.06	5.58	1.03	#	#
Public 4-year master's high education	300	50	3.51	3.45	0.01	0.30	3.50	#	#
Public 4-year master's low education	1,600	280	17.77	20.34	-0.43	-2.34	18.19	#	#
Private 4-year master's high education	140	20	0.67	0.47	0.03	5.09	0.64	#	#
Private 4-year master's low education	1,020	160	10.61	10.25	0.06	0.56	10.55	#	#
Public 4-year bachelor's high education	110	10	0.53	0.29	0.04	8.06	0.49	#	#
Public 4-year bachelor's low education	120	20	1.77	2.05	-0.05	-2.62	1.81	#	#
Private 4-year bachelor's high education	100	10	0.80	0.65	0.03	3.32	0.78	#	#
Private 4-year bachelor's low education	700	110	7.38	8.40	-0.17	-2.24	7.55	#	#

See notes at end of table.

Table 35. Nonresponse bias before and after weight adjustments for selected variables: 2003—Continued

Demographic characteristics	Unweighted respondents	Unweighted non-respondents	Before nonresponse adjustment				After nonresponse weight adjustment		
			Respondent percentage, original weights	Non-respondent percentage, original weights	Estimated bias	Percent relative bias	Percentage, final adjusted weights	Estimated bias	Percent relative bias
B&B student stratum									
Other students: Combined cell	480	90	17.23	18.94	-0.28	-1.61	17.51	#	#
Business majors	720	140	16.40	16.18	0.04	0.22	16.37	#	#
Non business majors	7,770	1,210	66.37	64.88	0.25	0.37	66.12	#	#
Applied for aid									
Yes	5,080	770	52.36	47.71	0.76	1.47*	51.60	-0.01	-0.02
No	3,680	610	47.64	52.29	-0.76	-1.57*	48.40	0.01	0.02
Receipt of federal aid									
Yes	3,590	570	32.97	32.59	0.06	0.19	32.90	-0.01	-0.02
No	5,360	860	67.03	67.41	-0.06	-0.10	67.10	0.01	0.01
Receipt of Pell Grant									
Yes	2,030	340	17.17	18.76	-0.26	-1.50	17.42	-0.01	-0.06
No	6,930	1,080	82.83	81.24	0.26	0.32	82.58	0.01	0.01
Receipt of Stafford Loan									
Yes	2,750	430	25.30	24.64	0.11	0.43	25.19	#	-0.01
No	6,200	1,000	74.70	75.36	-0.11	-0.15	74.81	#	#
Receipt of state aid									
Yes	1,400	210	12.62	10.75	0.31	2.52	12.30	-0.01	-0.05
No	7,550	1,220	87.38	89.25	-0.31	-0.35	87.70	0.01	0.01
Receipt of institution aid									
Yes	2,350	300	22.16	17.80	0.72	3.36*	21.63	0.19	0.88
No	6,600	1,120	77.84	82.20	-0.72	-0.92*	78.37	-0.19	-0.24
Receipt of any aid									
Yes	4,910	740	48.95	43.97	0.83	1.72*	48.12	#	-0.01
No	4,050	690	51.05	56.03	-0.83	-1.59*	51.88	#	#
Prior respondent									
Respondent to either B&B:93/94 or B&B:93/97	8,860	1,320	96.30	84.37	1.98	2.10*	94.32	#	#
Nonrespondent to both surveys	110	110	3.70	15.63	-1.98	-34.85*	5.68	#	#
Parents' income (for dependent students)									
Less than $10,000	190	40	1.91	1.89	#	0.24	1.90	-0.01	-0.28
10,000–19,999	330	50	3.09	2.77	0.05	1.69	3.01	-0.03	-0.83
20,000–29,999	510	80	5.11	4.61	0.08	1.65	5.04	0.01	0.26

See notes at end of table.

Demographic characteristics	Unweighted respondents	Unweighted non-respondents	Before nonresponse adjustment				After nonresponse weight adjustment		
			Respondent percentage, original weights	Non-respondent percentage, original weights	Estimated bias	Percent relative bias	Percentage, final adjusted weights	Estimated bias	Percent relative bias
Parents' income (for dependent students) —Continued									
30,000–39,999	560	80	6.00	5.75	0.04	0.68	5.97	0.01	0.20
40,000–49,999	670	80	7.38	6.65	0.12	1.64	7.25	#	-0.03
50,000–59,999	920	170	11.46	12.30	-0.14	-1.19	11.64	0.04	0.38
60,000–69,999	680	100	8.16	7.00	0.19	2.39	7.99	0.02	0.26
70,000–79,999	410	60	4.80	4.50	0.05	1.05	4.81	0.06	1.33
80,000–99,999	480	60	5.45	4.76	0.11	2.14	5.33	#	-0.06
100,000 or more	650	80	7.51	6.40	0.18	2.49	7.34	0.01	0.08
Students' income (for independent students)									
Less than $5,000	680	130	6.88	9.00	-0.35	-4.82	7.12	-0.10	-1.45
5,000–9,999	690	100	6.77	6.61	0.03	0.38	6.75	#	0.07
10,000–19,999	720	150	7.92	10.72	-0.46	-5.48	8.37	-0.01	-0.13
20,000–29,999	440	80	5.36	5.59	-0.04	-0.70	5.39	-0.01	-0.15
30,000–49,999	570	90	7.85	7.16	0.11	1.46	7.74	#	-0.01
50,000 or more	300	50	4.36	4.30	0.01	0.23	4.35	#	-0.07
Telephone numbers available									
0 or 1	400	90	4.80	8.36	-0.59	-10.95*	5.39	#	#
2	1,230	230	14.42	18.58	-0.69	-4.56*	15.11	#	#
3	2,110	320	23.37	22.70	0.11	0.47	23.26	#	#
4	2,110	300	22.97	19.33	0.60	2.69	22.37	#	#
5	1,980	250	21.58	16.24	0.89	4.28*	20.70	#	#
6	800	140	8.77	8.44	0.05	0.62	8.71	#	#
7 or more	360	90	4.09	6.33	-0.37	-8.34	4.46	#	#
Number times answering machine encountered									
0	2,880	220	32.25	16.98	2.53	8.51*	29.72	#	#
1	860	90	9.24	6.14	0.51	5.90*	8.73	#	#
More than 1	5,230	1,110	58.51	76.88	-3.04	-4.94*	61.55	#	#
In field cluster									
Yes	4,000	700	46.74	53.01	-1.04	-2.17*	47.78	#	#
No	4,970	730	53.26	46.99	1.04	1.99*	52.22	#	#

Rounds to zero.

* Difference between respondents and nonrespondents is significant at the $p < 0.05/(c-1)$ level, where c is the number of categories within the primary variable.

Original weight is BB03_W1U (unrounded initial weight for B&B:03). Final adjusted weight is BNBWT3 (rounded cross-sectional analysis weight).

[1]Due to small cell sizes, private, not-for-profit and private, for-profit institutions were combined.

NOTE: Characteristics are from base-year data (NPSAS:93) with the exceptions of citizenship (B&B:93/97), and phone numbers available, times answering machine encountered, and whether in field cluster (B&B:93/03). Missing values are excluded from the table. Detail may not sum to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03.)

6.3.2.2 ROC curve

As described in section 6.1, three nonresponse adjustment models were used for computing the final cross-sectional analysis weights for B&B:93/03. To assess the overall predictive ability of the combined models, a Receiver Operating Characteristics (ROC) curve was used. A point on an ROC curve is constructed by considering a given predicted probability as a cutoff point for deciding whether a person is a respondent or a nonrespondent. For a given cutoff, a point on the ROC curve is obtained by plotting the proportion of respondents with a predicted probability greater than the cutoff (i.e., true positives) versus the proportion of nonrespondents with a predicted probability greater than the cutoff (i.e., false positives). The points on the ROC curve are then obtained by computing the proportion of true and false positives for the entire range of possible cutoffs.

The area under an ROC curve measures the probability that the fitted model will correctly classify two randomly chosen individuals—one of which is a true respondent and the other a true nonrespondent—where the individual with the higher predicted probability of response is classified as a respondent. An area of 0.5 under an ROC curve indicates that a correct classification is a 50:50 proposition, with the model providing no predictive benefit. An area of 1 indicates that the true respondent always has the higher predicted probability of response and, thus, that the model always classifies the two individuals correctly. The area under the ROC curve in figure 9 is 0.69, so 69 percent of the time the predicted probabilities give the correct classification.

All of the students in the B&B:93/03 sample were used for constructing this ROC curve. The student's predicted probability of response was calculated as the product of the predicted probabilities obtained from the three GEM models described in section 6.1: P(located), P(nonrefusal for located students), and P(response for located students who did not refuse). These probabilities are the inverse of the adjustment factors from the GEM models. Since only located students were included in the nonrefusal model and only nonrefusals were included in the final response model, the predicted probabilities will not be directly available for students who were not located or for students who refused. The mean of the predicted probabilities was used for students who were in the models for the probabilities that were not directly available.

Figure 9.   ROC curve for overall response propensity: 2003

NOTE: The area under the curve = 0.69.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and
Beyond Longitudinal Study (B&B:93/03).

6.4 Response Rates

6.4.1 Overall Response Rates

The overall B&B:93/03 study response rate is an estimate of the proportion of the study population directly represented by the study respondents. Because the B&B:93/03 study includes a subsample of nonrespondents to NPSAS:93, B&B:93/94, and B&B:93/97, the overall study response rate is the product of the NPSAS:93 institution-level response rate times the B&B:93/03 student-level response rate. Therefore, the overall B&B:93/03 study response rates can be estimated directly only for domains defined by institutional characteristics.

Both weighted and unweighted overall study response rates are shown in table 36, 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 student-level sample; these rates were obtained from the NPSAS:93 Methodology Report (Loft et al. 1995, table 2.7). Only the weighted response rates can be interpreted as estimates of the proportion of the B&B study population that are directly represented by the study respondents. Table 36 shows that the student response rate is 83 percent and that approximately 74 percent of the B&B study population is represented by the respondents. The rate of population coverage varies by type of institution: the rate is higher for public institutions than for private institutions, and is higher for institutions offering a master's or doctoral degree than for those offering bachelor's or less, or first-professional degree.

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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 B&B:93/94 base weight that has been adjusted for subsampling the B&B:93/97 nonrespondents; this is the weight variable BB03_W1. Each overall study response rate was calculated as the product of the NPSAS:93 institutional response rate times the student response rate.

The overall response rates for B&B:93/03 are presented in table 37 by prior response status. The weighted response rates are highest for those students who were interviewed in B&B:93/97. Among those interviewed in all three of the previous surveys, the weighted response rate was 77 percent. Among those interviewed in only B&B:93/97 and B&B:93/94 or in only B&B:93/97 and NPSAS:93, the weighted response rates were 75 percent and 69 percent. The rates were much lower for those who were not interviewed in B&B:93/97 (53 percent or less).

6.4.2 Bias Due to Item Nonresponse

This section looks at the bias associated with item nonresponse for those questionnaire items with 15 percent or more item nonresponse. Table 38 presents those items that have 15 percent or more item nonresponse and also had at least 50 potential respondents, along with the nonresponse rates. Potential respondents include those who responded to the item, those who should have responded to the item but did not, and those who did not respond to the gate question for an item. The nonresponse rates presented in table 38 include both of the latter two groups.   For each of these items, tables in appendix I compare the demographic characteristics of respondents and nonrespondents with respect to

- age;
- race/ethnicity;
- gender;
- control of NPSAS:93 institution; and
- region.

The bias and the statistical significance of the bias were also estimated, using the formulas and methodology described in section 6.3.2. The final cross-sectional weight, BNBWT3, was used for the calculations. While some variables do show statistically significant biases, the actual bias is generally very small.

Table 36.   Overall B&B:93/03 study response rates, by institutional level, control, and sector

Type of student	Institutions[1]				Students				Overall response rate[2]	
	Number eligible	Number responding	Response rate		Number eligible	Number responding	Response rate		Unweighted	Weighted
			Unweighted	Weighted			Unweighted	Weighted		
Total	1,240	1,100	88.3	88.2	10,400	8,970	86.3	83.4	76.2	73.6
Institutional level										
Bachelor's	610	520	86.0	86.7	1,180	1,030	87.1	82.2	74.9	71.3
Master's	290	270	95.1	98.1	3,570	3,070	85.9	82.6	81.7	81.0
Doctor's	90	80	93.0	94.6	1,570	1,350	85.8	84.9	79.8	80.3
First-professional	260	220	84.8	74.6	4,080	3,530	86.5	83.9	73.4	62.6
Institutional control										
Public	620	580	92.3	96.3	6,760	5,850	86.5	84.5	79.9	81.4
Private, not-for-profit	440	380	87.2	91.3	3,550	3,050	86.0	82.0	75.0	74.9
Private, for profit	180	140	77.5	80.1	90	70	76.1	65.7	59.0	52.6
Institutional sector										
Public, bachelor's	310	280	91.5	96.9	260	220	87.5	83.1	80.0	80.6
Public, master's	150	140	95.3	95.4	2,240	1,910	85.2	81.8	81.2	78.1
Public, doctor's	60	50	92.7	94.2	1,290	1,110	86.2	85.8	79.9	80.8
Public, first-professional	120	100	90.4	91.7	2,980	2,610	87.6	86.1	79.2	78.9
Private, not-for-profit, bachelor's	130	110	85.6	89.5	880	770	88.0	85.3	75.3	76.3
Private, not-for-profit, master's	130	130	94.7	98.5	1,290	1,120	87.0	84.4	82.4	83.1
Private, not-for-profit, doctor's or first-professional	180	150	82.7	71.5	1,380	1,160	83.7	78.4	69.2	56.1
Private, for profit	180	140	77.4	80.1	90	70	76.1	65.7	58.9	52.6

See table 2.7 in the NPSAS:93 methodology report. (Loft et al. 1995)
[2] Calculated as the product of the institutional response rate times the student response rate.
Note: The weight used is BB03_1. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table 37. B&B:93/03 response rates, by prior response status

Prior response status	Number eligible	Unweighted			Weighted[1]			Overall response rate[2]	
		Respondents	Non-respondents	Response rate	Respondents	Non-respondents	Response rate	Unweighted	Weighted
Total students	10,400	8,970	1,430	86.3	980,240	194,640	83.4	76.2	73.6
Interviewed in NPSAS:93, B&B:93/94, and B&B:93/97	9,170	8,090	1,080	88.3	847,030	122,100	87.4	77.9	77.1
Interviewed in NPSAS:93 and B&B:93/94 only	130	70	60	51.6	23,340	22,230	51.2	45.6	45.2
Interviewed in B&B:93/94 and B&B:93/97 only	380	320	60	83.6	30,430	5,410	84.9	73.8	74.9
Interviewed in NPSAS:93 and B&B:93/97 only	460	360	110	77.1	39,150	11,250	77.7	68.1	68.5
Interviewed in NPSAS:93 only	200	110	100	53.2	35,430	27,710	56.1	47.0	49.5
Interviewed in B&B:93/94 only	10	10	#	60.0	2,220	1,460	60.3	53.0	53.2
Interviewed in B&B:93/97 only	40	20	20	55.6	1,830	1,760	50.9	49.1	44.9
Not interviewed in prior surveys	10	#	10	23.1	810	2,720	23.0	20.4	20.3

#Rounds to zero.

[1] The weight used in computing the weighted counts of respondents and nonrespondents is B03_W1. This weight was applied to the 10,400 eligible sample members.

[2] The overall response rate is the product of the institution response rate from table 36 times the student response rates. Only those students who responded to the NPSAS:93 CATI interview are counted as NPSAS:93 respondents.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table 38. Items with 15 percent or more item nonresponse rate and at least 50 persons in the denominator of the rate

Variable name	Description	Persons eligible to answer the item		Persons responding to gate/decision items	
		Percent item nonresponse	Number of persons in the denominator	Percent item nonresponse	Number of persons in the denominator
B3CTAMT2	Certificate 2: time spent	55.27	190	0.00	150
B3CTCOM2	Certificate 2: total hours to complete	55.55	190	0.62	150
B3CTEXP1	Certificate 1: expect to complete	32.18	600	1.80	420
B3CTTIM2	Certificate 2: unit of time	25.88	190	0.00	150
B3GR2EMY	Graduate: date earned degree 2	28.17	170	0.00	140
B3GRRE1	Graduate 1: when plan to return	19.78	140	1.48	110
B3MSTR2	Master's degree type at grad school 2	19.78	170	1.48	130
B3STLG2	Graduate: still working toward degree 2	31.50	120	0.12	50
B3CUROTH	Current job: hours non-primary job	31.50	930	0.00	830
B3LOOK3	Looking for work while unemployed 3	26.56	380	2.00	310
B3LOOK4	Looking for work while unemployed 4	50.94	260	0.00	190
B3LOOK5	Looking for work while unemployed 5	25.88	210	0.00	140
B3LOOK6	Looking for work while unemployed 6	31.50	180	0.00	120
B3LOOK7	Looking for work while unemployed 7	31.50	170	0.00	100
B3NOACA	Declined offer: low salary/benefits	31.50	100	0.00	30
B3NOACB	Declined offer: accepted other job	31.50	100	0.00	30
B3NOACC	Declined offer: other job more pay	31.50	100	0.00	30
B3NOACD	Declined offer: other job interesting	31.50	100	0.00	30
B3NOACE	Declined offer: too far from home	37.88	100	1.98	30
B3NOACF	Declined offer: dangerous/difficult	20.17	100	1.97	30
B3NOACG	Declined offer: not qualified	15.42	100	7.20	30
B3NOACX	Declined offer: other	55.27	100	0.00	30
B3AIDPAY	Time as aide paid or unpaid	55.55	220	0.62	110
B3AIDREG	Took teacher's aide job to go permanent	32.18	220	1.80	110
B3HLPA1	Help new teachers: student discipline	25.88	410	0.00	340
B3HLPB1	Help new teachers: instructional methods	28.17	410	0.00	340
B3HLPC1	Help new teachers: the curriculum	19.78	410	1.48	340

See notes at end of table.

Table 38.   Items with 15 percent or more item nonresponse rate and at least 50 persons in the denominator of the rate—Continued

Variable name	Description	Persons eligible to answer the item		Persons responding to gate/decision items	
		Percent item nonresponse	Number of persons in the denominator	Percent item nonresponse	Number of persons in the denominator
B3HLPD1	Help new teachers: adjust	19.11	410	0.25	340
B3INDUCT	First: formal induction program	19.09	410	0.22	340
B3LFTTCH	Non-teaching position planned	22.85	700	28.32	630
B3OFRCHK	Verification of past teaching	65.28	120	0.00	50
B3PSTTYP	Type job last non-substitute	85.41	130	12.26	30
B3SUBLNG	Long-term substitute	22.75	520	6.72	450
B3SUBREG	Took substitute job to go permanent	22.58	520	6.51	450
B3SUPAA	Support: professional development	47.69	250	5.09	150
B3SUPAB	Support: curricular activities/materials	47.69	250	5.09	150
B3SUPAC	Support: technical assistance	47.69	250	5.09	150
B3SUPAX	Support: other	47.69	250	5.09	150
B3TOINC1	Other income from school district	28.59	580	8.29	480
B3TOOIN1	Non-school income	28.87	580	8.50	480
B3TS2BMY	Teaching beginning date 2	26.24	810	23.99	780
B3TS2EMY	Teaching ending date 2	24.87	810	22.58	780
B3TS2TBL	Table containing school 2 (B3TSIZ) details	23.54	810	11.94	730
B3TSALR1	Base annual teaching salary	28.41	580	8.07	480
B3UNF1A	Unprepared: art/drama/music	52.53	220	2.46	120
B3UNF1B	Unprepared: business	52.53	220	2.46	120
B3UNF1C	Unprepared: economics/political systems	52.53	220	2.46	120
B3UNF1D	Unprepared: elementary/early childhood	52.53	220	2.46	120
B3UNF1E	Unprepared: language arts	52.53	220	2.46	120
B3UNF1F	Unprepared: ESL/bilingual	52.53	220	2.46	120
B3UNF1G	Unprepared: foreign languages	52.53	220	2.46	120
B3UNF1H	Unprepared: health/physical education	52.53	220	2.46	120
B3UNF1I	Unprepared: mathematics	52.53	220	2.46	120
B3UNF1J	Unprepared: science	52.53	220	2.46	120
B3UNF1K	Unprepared: secondary education	52.53	220	2.46	120

See notes at end of table.

Table 38. Items with 15 percent or more item nonresponse rate and at least 50 persons in the denominator of the rate—Continued

Variable name	Description	Persons eligible to answer the item		Persons responding to gate/decision items	
		Percent item nonresponse	Number of persons in the denominator	Percent item nonresponse	Number of persons in the denominator
B3UNF1L	Unprepared: special education	52.53	220	2.46	120
B3UNF1M	Unprepared: social studies/history	52.53	220	2.46	120
B3UNF1N	Unprepared: vocational/occupational	52.53	220	2.46	120
B3UNF1O	Unprepared: social sciences	52.53	220	2.46	120
B3UNF1X	Unprepared: other	52.53	220	2.46	120
B3FGVTYP	Type of loan forgiveness program	96.39	1,430	2.27	60
B3FRGVLN	Participate in loan forgiveness program	39.14	3,870	2.34	2,510
B3RPYBY	Year began repaying loans	22.27	2,280	1.98	1,890
B3RPYOY	Year repaid loans	85.64	1,640	9.65	260
B3RPYST	Currently repaying any education loans	17.39	2,740	0.35	2,360
B3RPYTYP	Type of repayment plan	21.88	2,280	1.49	1,890
B3SREPOY	Year that spouse repaid loans	36.54	1,510	20.23	1,210
B3SRPOY	Year that spouse began repaying loans	40.22	1,210	3.49	790
B3SRPST	Spouse currently repaying student loans	33.60	1,380	0.25	960
B3SRPTP	Spouse's type of repayment plan	39.17	1,210	1.79	790
B3CONDIS	Consider to have a disability	32.18	390	1.80	280
B3DSOTA	Impairment: hearing	54.00	390	33.38	280
B3DSOTB	Impairment: visual	54.00	390	33.38	280
B3DSOTC	Impairment: speech	54.00	390	33.38	280
B3DSOTD	Impairment: mobility	54.00	390	33.38	280
B3DSOTE	Impairment: learning disability	54.00	390	33.38	280
B3DSOTF	Impairment: mental	54.00	390	33.38	280
B3DSOTG	Impairment: other	54.00	390	33.38	280

NOTE: The percentages are weighted using the weight variable BNBWT3.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

6.5 Imputation Methodology for the Baccalaureate and Beyond: 2003 Study

Consistent with the statistical standards adopted by the National Center for Education Statistics (NCES) in September 2002, key B&B:93/03 variables to be used in cross-sectional estimates were imputed. The variables identified for imputation were those which appear in the rows and columns of tables presented in the two B&B:93/03 descriptive reports (Bradburn, Nevill, and Forrest Cataldi forthcoming; Henke and Bugarin forthcoming). The imputations were performed in three steps. In the first step, the interview variables were imputed using the procedures described in the next section. Then, using the interview variables, including the newly imputed variable values, the set of derived variables was constructed. In the final step, the derived variables were imputed again, using the procedures described below. Table 39 lists the 26 categorical CATI variables that were imputed. Only one continuous variable was imputed. Income from work in 2002 (B3INC02) had a weighted mean of $50,846 (n = 8,540) prior to imputation and a weighted mean of $50,961 (n = 8,810) after imputation. Similarly, table 40 lists the 16 categorical derived variables that were imputed and table 41 lists the four continuous derived variables that were imputed.

Sequential hot deck imputation, a common procedure for managing item nonresponse, uses respondent data as donors to provide surrogate values for records with missing data. In sequential hot deck imputation, imputation classes are defined, generally consisting of a cross-classification of covariates, and then missing values are replaced sequentially from a single pass through the data within the imputation classes. A related procedure, weighted sequential hot deck imputation, takes into account the unequal probabilities of selection into the original sample by using the sampling weights to specify the expected number of times a particular respondent's answer will be used to replace a missing item. The expected selection frequencies are specified such that, over repeated applications of the algorithm, the expected value of the weighted distribution of the imputed values will equal in expectation, within imputation class, the weighted distribution of the reported answers.

Weighted sequential hot deck imputation was selected for B&B:93/03 in part because it has the advantage of controlling the number of times a respondent record can be used for imputation and gives each respondent record the chance to be selected for use as a hot deck donor. To implement the procedure, imputation classes and sorting variables relevant to each item being imputed were defined. If more than one sorting variable was used, a serpentine sort was performed in which the direction of the sort (ascending or descending) changed each time the value of the previous sorting variable changed. The serpentine sort minimized the change in student characteristics every time one of the sorting variables changed its value.

Imputation classes for the B&B:93/03 interview variables, and some of the derived variables, were developed using a CHAID analysis where only respondent data were modeled. The CHAID segmentation process first divided the data into groups based on categories of the most significant predictor of the item being imputed, and then split each of the groups into smaller subgroups based on the other predictor variables. The CHAID process also merged categories for variables found not to be significantly different. This splitting and merging process continued until no additional statistically significant predictors were found. Imputation classes for B&B:93/03 were then defined from the final CHAID segments.

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Table 39. **Before and after imputation distributions of categorical variables in the B&B:93/03 interview**

Variable	Before imputation		After imputation	
	Sample size	Weighted percent	Sample size	Weighted percent
Marital status (B3MAR)	8,860	100.00	8,970	100.00
Single, never married	1,700	19.41	1,720	19.37
Married	6,110	68.23	6,180	68.23
Cohabiting/living with a partner	400	4.50	410	4.46
Separated	110	1.49	110	1.47
Divorced	510	5.93	520	6.03
Widowed	40	0.45	40	0.44
Community service or volunteer past year (B3COMSRV)	8,880	100.00	8,970	100.00
No, community service in past year	4,620	53.62	4,680	53.85
Yes, community service in past year	4,260	46.38	4,290	46.15
Volunteer: education-related (B3VLTPA)	8,880	100.00	8,970	100.00
No, education-related community service	2,810	31.35	2,830	31.23
Yes, education-related community service	1,450	14.98	1,470	14.92
{Skipped}	4,620	53.67	4,680	53.85
Volunteer: other work with kids (B3VLTPB)	8,880	100.00	8,970	100.00
No, community service work with kids	2,990	32.60	3,010	32.50
Yes, community service work with kids	1,270	13.73	1,280	13.65
{Skipped}	4,620	53.67	4,680	53.85
Volunteer: fundraising (B3VLTPC)	8,880	100.00	8,970	100.00
No, community service fundraising	2,680	28.43	2,700	28.31
Yes, community service fundraising	1,580	17.90	1,600	17.84
{Skipped}	4,620	53.67	4,680	53.85
Volunteer: help for homeless/community (B3VLTPD)	8,880	100.00	8,970	100.00
No, community service help for homeless	3,130	34.10	3,160	33.92
Yes, community service help for homeless	1,130	12.23	1,140	12.23
{Skipped}	4,620	53.67	4,680	53.85
Volunteer: service to the church (B3VLTPE)	8,880	100.00	8,970	100.00
No, community service help to church	2,340	26.21	2,360	26.17
Yes, community service help to church	1,920	20.12	1,940	19.98
{Skipped}	4,620	53.67	4,680	53.85
Volunteer: frequency (B3VLFRQ)	8,870	100.00	8,970	100.00
Daily	80	1.00	80	1.00
Weekly	1,180	12.42	1,190	12.36
Monthly	1,270	13.26	1,280	13.21
Less often	1,420	15.90	1,430	15.87
One time only	310	3.76	310	3.71
{Skipped}	4,620	53.66	4,680	53.85

See notes at end of table.

Table 39. Before and after imputation distributions of categorical variables in the B&B:93/03 interview—Continued

Variable	Before imputation		After imputation	
	Sample size	Weighted percent	Sample size	Weighted percent
Registered to vote (B3VTREG)	8,820	100.00	8,970	100.00
Not registered to vote	610	6.95	670	8.17
Registered to vote	8,210	93.05	8,300	91.83
Voted in the November 2002 National Election (B3VTNEL)	8,180	100.00	8,970	100.00
Did not vote in Nov 02 national election	1,540	18.83	2,230	25.55
Voted in Nov 02 national election	6,640	81.17	6,740	74.45
Political activities past 2 years (B3POLIT)	8,870	100.00	8,970	100.00
No, political activities past 2 years	7,450	85.14	7,540	85.11
Yes, political activities past 2 years	1,420	14.86	1,430	14.89
Make a telephone call (B3TELPN)	8,890	100.00	8,970	100.00
Did not make call to express opinion	7,750	88.30	7,820	88.17
Made call to express opinion	1,140	11.70	1,150	11.83
Undergraduate value: particular major(s) chosen (B3UGVLA)	8,970	100.00	8,970	100.00
Not very important, major chosen	3,680	42.01	3,680	42.01
Very important, major chosen	5,290	57.99	5,290	57.99
Not very important, liberal arts course	5,570	64.08	5,570	64.09
Very important, liberal arts course	3,400	35.92	3,400	35.91
Undergraduate value: professional courses taken (B3UGVLC)	8,970	100.00	8,970	100.00
Not very important, professional course	4,590	50.63	4,600	50.63
Very important, professional course	4,370	49.37	4,370	49.37
Undergraduate value: quality of instruction (B3UGVLD)	8,970	100.00	8,970	100.00
Not very important, quality of instruct	3,390	39.42	3,390	39.42
Very important, quality of instruction	5,580	60.58	5,580	60.58
Undergraduate value: internship and other work (B3UGVLE)	8,970	100.00	8,970	100.00
Not very important, internship	5,080	58.49	5,080	58.49
Very important, internship	3,890	41.51	3,890	41.51
Undergraduate value: none of the above (B3UGVLF)	8,970	100.00	8,970	100.00
Not very important, none of above	8,200	90.59	8,210	90.59
Very important, none of above	760	9.41	760	9.41
Undergraduate preparation: work and career (B3UGPRA)	8,970	100.00	8,970	100.00
Not very important, work and career	1,920	21.76	1,920	21.76
Very important, work and career	7,050	78.24	7,050	78.24

See notes at end of table.

Table 39. Before and after imputation distributions of categorical variables in the B&B:93/03 interview—Continued

Variable	Before imputation		After imputation	
	Sample size	Weighted percent	Sample size	Weighted percent
Undergraduate preparation: further education (B3UGPRB)	8,970	100.00	8,970	100.00
Not very important, further education	3,770	44.12	3,770	44.13
Very important, further education	5,200	55.88	5,200	55.87
Undergraduate preparation: financial security (B3UGPRC)	8,970	100.00	8,970	100.00
Not very important, financial security	3,860	42.66	3,860	42.65
Very important, financial security	5,100	57.34	5,110	57.35
Not very important, none of above	8,250	91.90	8,250	91.89
Very important, none of above	720	8.10	720	8.11
Undergraduate education worth cost (B3UGWRA)	8,940	100.00	8,970	100.00
Undergraduate education not worth cost	920	10.13	930	10.15
Undergraduate education worth cost	8,020	89.87	8,040	89.85
Undergraduate education worth time (B3UGWRB)	8,950	100.00	8,970	100.00
Undergraduate education not worth time	610	7.29	620	7.29
Undergraduate education worth time	8,340	92.71	8,350	92.71
Undergraduate education worth effort (B3UGWRC)	8,900	100.00	8,970	100.00
Undergraduate education not worth effort	400	4.55	400	4.55
Undergraduate education worth effort	8,500	95.45	8,570	95.45
Current employment status (B3CUREMP)	8,960	100.00	8,970	100.00
Not currently employed	400	4.61	400	4.60
Currently employed	7,780	87.22	7,790	87.23
No, waiting for work/temp laid off	80	0.97	80	0.97
No, I am a homemaker	650	6.70	650	6.70
No, I am disabled	50	0.49	50	0.49

NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table 40.   Before and after imputation distributions of derived categorical variables: 2003

Variable	Before imputation		After imputation	
	Sample size	Weighted percent	Sample size	Weighted percent
Labor force in participation 2003 (B3LFP03)	8,900	100.00	8,970	100.00
Full time, one job	6,130	69.52	6,150	69.12
Part time, one job	730	8.33	770	8.78
Multiple jobs	860	9.29	870	9.33
Unemployed	320	3.87	320	3.85
Out of the labor force	860	8.99	860	8.92
Occupational category (collapsed) (B3OCCAT)	8,950	100.00	8,970	100.00
Educators	1,920	18.70	1,920	18.71
Business and management	2,130	28.55	2,130	28.59
Engineering/architecture	440	4.28	440	4.30
Computer science	410	4.65	410	4.63
Medical professionals	990	9.73	990	9.71
Editors/writers/performers	360	3.98	360	3.96
Human/protective service professionals	790	7.67	790	7.67
Research, scientists, technical	500	5.22	500	5.21
Administrative/clerical/legal support	290	3.55	290	3.54
Mechanics, laborers	180	2.11	180	2.10
Service industries	700	8.56	700	8.57
Other, military	110	1.21	110	1.20
Not applicable	160	1.81	160	1.80
Total number of dependent children in 2003 (B3NUMCH)	8,700	100.00	8,970	100.00
No children	4,130	47.87	4,350	49.07
1	1,830	21.17	1,860	20.69
2	1,910	22.14	1,930	21.61
3	610	6.66	620	6.51
4	170	1.63	170	1.59
5	40	0.36	40	0.36
Over 5	20	0.17	20	0.17
Wrote letter or e-mail to public official 2003 (B3WROTE)	8,890	100.00	8,970	100.00
Did not write	5,910	68.41	5,960	68.34
Wrote letter or email	2,990	31.59	3,010	31.66
Highest degree attained (B3HDG03)	8,790	100.00	8,970	100.00
Bachelor's degree	6,150	72.28	6,290	73.09
Postbaccalaureate certificate	100	1.34	100	1.26
Master's degree	1,910	19.85	1,930	19.38
Postmaster's certificate	40	0.39	40	0.36
Professional degree	390	4.01	400	3.90
Doctor's degree	210	2.14	210	2.00

See notes at end of table.

Table 40. Before and after imputation distributions of derived categorical variables: 2003—Continued

Variable	Before imputation		After imputation	
	Sample size	Weighted percent	Sample size	Weighted percent
Had ever enrolled in a degree program after BA in 1993 (B3ENRPG)	8,380	100.00	8,970	100.00
Graduate only	3,560	38.84	3,790	37.93
Undergraduate only	430	4.93	440	4.61
Both graduate and undergraduate	390	4.69	410	4.28
No enrollment	4,010	51.54	4,320	53.17
Currently enrolling in a degree program (B3CURENR)	8,930	100.00	8,970	100.00
Graduate only	700	7.09	710	7.11
Undergraduate only	80	0.96	90	0.97
Both graduate and undergraduate	#	0.03	10	0.04
No enrollment	8,140	91.92	8,170	91.88
Teacher pipeline status since graduation (B3PIPLIN)	8,880	100.00	8,970	100.00
No interest or action	3,880	47.59	3,910	47.33
Considered teaching previously	980	11.35	980	11.24
Considered teaching in 2003	1,220	13.57	1,220	13.45
Has applied	370	3.91	370	3.92
Taught, no training	340	3.43	350	3.45
Student, no teach, no certificate	210	2.05	220	2.31
Student, taught, no certificate	90	1.02	100	1.03
Certificate, no teach	190	2.00	210	2.26
Certificate, taught	1,610	15.07	1,620	15.01
Highest level of teacher certification (B3HICERT)	8,890	100.00	8,970	100.00
Never certified	7,010	81.98	7,030	81.56
Other	30	0.33	30	0.33
Emergency	30	0.35	30	0.35
Temporary	50	0.51	50	0.50
Probationary	50	0.51	50	0.50
Regular	1,350	12.84	1,400	13.24
Advanced	380	3.49	380	3.52
Teaching status as of 2003 interview (B3TCHST)	8,940	100.00	8,970	100.00
Currently teaching	1,100	10.54	1,100	10.55
Left teaching	950	8.93	960	8.94
Never taught	6,890	80.53	6,910	80.51
Ever completed student teaching (B3EVRSTD)	8,950	100.00	8,970	100.00
No	6,810	79.35	6,830	79.39
Yes	2,140	20.65	2,140	20.61
Control/sector of K-12 school most recently taught (B3MRSECT)	8,720	100.00	8,970	100.00
Public	1,350	13.00	1,550	14.49
Private	240	2.46	290	2.82

See notes at end of table.

Table 40.   Before and after imputation distributions of derived categorical variables: 2003—Continued

Variable	Before imputation		After imputation	
	Sample size	Weighted percent	Sample size	Weighted percent
Control/sector of K-12 school most recently taught (B3MRSECT) —Continued				
Preschool or postsecondary	10	0.12	10	0.13
Medical or correctional	10	0.03	10	0.09
Foreign	20	0.16	20	0.21
Not applicable	6,910	82.47	6,910	80.53
Uncodable	190	1.77	190	1.73
Preparation to teach (B3PRPTCH)	8,910	100.00	8,970	100.00
Certified	1,800	17.05	1,830	17.26
Student taught, not certified	300	3.08	310	3.34
Neither student-taught nor certified	6,810	79.87	6,830	79.39
Locale of school most recently taught (B3MRSLOC)	8,710	100.00	8,970	100.00
Large central city	220	2.27	270	2.62
Midsize central city	260	2.53	300	2.81
Urban fringe or large city	420	4.17	490	4.71
Urban fringe or midsize city	150	1.41	170	1.61
Large town	20	0.13	20	0.15
Small town	170	1.57	210	1.89
Rural	350	3.25	380	3.53
Not applicable	6,950	82.89	6,950	80.96
Uncodable	190	1.77	190	1.73
Level of school most recently taught (B3MRSLEV)	8,670	100.00	8,970	100.00
Elementary	1,010	9.71	1,140	10.56
Secondary	500	5.12	620	6.14
Combined	160	1.47	210	1.92
Not applicable	6,950	83.27	6,950	80.96
Uncodable	50	0.43	50	0.42
Date of first teaching job, all teachers (year part of B3SPSTRT)	8,490	100.00	8,970	100.00
1992	60	0.57	80	0.72
1993	610	5.32	790	6.97
1994	290	2.77	380	3.80
1995	140	1.29	190	1.75
1996	110	1.22	150	1.71
1997	80	0.75	110	0.96
1998	50	0.55	60	0.67
1999	60	0.58	80	0.73
2000	30	0.30	40	0.44
2001	40	0.47	60	0.65
2002	20	0.22	30	0.27
2003	10	0.09	10	0.09
Not applicable	7,000	85.86	7,000	81.24

#Rounds to zero.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table 41.   Before and after imputation distributions of derived continuous variables

	Before imputation		After imputation	
Variable	Sample size	Weighted mean	Sample size	Weighted mean
Current salary 2003, all respondents (B3CRSAL)	8,540	$55,119.40	8,810	$55,029.49
Average academic year base salary (B3TSALR)	1,690	$32,914.56	1,960	$32,771.19
Percent free/reduced price lunch recipients, school most recently taught (B3MRSFLE)	1,170	31.78	1,600	32.08
Percent minority enrollment, school most recently taught (B3MRSMPC)	1,480	36.28	1,830	36.30

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

6.5.1 Imputation of Interview Variables

The B&B:93/03 interview variables were separated into two groups depending on the respondent base (or variable conditions). The first, unconditional group consisted of variables that applied to all respondents. The second, conditional group consisted of variables that applied to only a subset of respondents. Within the unconditional group, variables were sorted by percent missing and then imputed in order, from lowest percent missing to highest. Within the conditional group, the variables were first sorted by conditionality and percent missing, then imputed in the appropriate sequence. Since all computer-assisted telephone interviewing (CATI) variables had less than 10 percent missing, a constant set of predictor variables was used in a CHAID analysis to determine imputation classes for each imputation variable. The analysis used the following set of predictor variables: age, gender, race/ethnicity, U.S. citizenship, dependency status, prior respondent, receipt of federal aid, and institutional region, institutional type, institutional level. Table 42 lists the imputation classes for each of the 27 CATI variables. Some of these predictor variables were missing for a small percentage of cases and were imputed first with a weighted sequential hot deck imputation.

6.5.2 Derived Variable Imputation

Derived variables for B&B:93/03 were imputed sequentially in four batches, using a specific order determined by the variable conditions resulting from the longitudinal nature of this study. Imputing sequentially allowed these derived variables (or further derived variables resulting from them) to be used as class variables for imputing variables in subsequent batches. The process helped to ensure consistency across derived variables.

Most of the derived variables had several constraints defined by different combinations of data collected in prior rounds of the study. Therefore, a procedure for finding appropriate donor cases was developed before the imputation was performed. The procedure involved defining mutually exclusive groups or classes of respondents that met the constraints. The groups were used as the imputation classes for the weighted sequential hot deck imputation procedure. For the derived variables that did not have any constraints, a CHAID analysis was performed. The predictor variables included any prior imputed variables, including interview variables. Table 43 provides a list of the derived variables, in the order in which they were imputed, along with a list of the other variables that were used to define imputation classes. Due to the complex nature of the constraints, a table of the imputation classes of derived variables is not provided.

Table 42.   Imputation classes for B&B:93/03 interview variables: 2003

Variable	Imputation classes
Marital status (B3MAR)	Dependents, non-Hispanic Black
	Dependents, non-Hispanic White and American Indian/Alaskan Native
	Dependents, Hispanic or Asian/Native Hawaiian/Other Pacific Islander
	Independent without dependents, 27 years old or younger
	Independent without dependents, 28 years old or older
	Independent with dependents, White non-Hispanic, Hispanic, Asian/Native Hawaiian/Other Pacific Islander
	Independent with dependents, Black non-Hispanic or American Indian/Alaska Native
Community service or volunteer past year (B3COMSRV)	Female dependents, 22 years old and younger, in regions—Great Lakes, Plains, Southeast, Southwest, Rocky Mountains, and Far West
	Female dependents, 22 years old and younger, in regions—New England, Mideast, Far West, and Outlying Areas
	Female dependents, 23 years old and older
	Female independents with dependents, Black non-Hispanic, Hispanic
	Female independents with dependents, White non-Hispanic, Asian/Native Hawaiian/Other Pacific Islander, American Indian/Alaska Native
	Female independents without dependents
	Male dependents
	Male independents with dependents
	Male independents without dependents
Volunteer: education-related (B3VLTPA)	Female dependents
	Female independents
	Male, race other than White non-Hispanic, who did not receive federal aid
	Male, race other than White non-Hispanic, who received federal aid
	Male, White non-Hispanic
Volunteer: other work with kids (B3VLTPB)	Dependents, 23 years old or older, White non-Hispanic, Hispanic, Asian/Native Hawaiian/Other Pacific Islander
	Dependents, Black non-Hispanic and American Indian/Alaska Native
	Dependents, Male, 22 years old or younger, White non-Hispanic, Hispanic, Asian/Native Hawaiian/Other Pacific Islander
	Dependents, Female, 22 years old or younger, White non-Hispanic, Hispanic, Asian/Native Hawaiian/Other Pacific Islander
	Independents with dependents, 27 years old or younger
	Independents with dependents, Female, 28 years old or older
	Independents with dependents, Male, 28 years old or older
	Independents without dependents, Female
	Independents without dependents, Male
Volunteer: fundraising (B3VLTPC)	Male
	Female

See notes at end of table.

Table 42.   Imputation classes for B&B:93/03 interview variables: 2003—Continued

Variable	Imputation classes
Volunteer: help for homeless/ community (B3VLTPD)	Male
	Female
Volunteer: service to the church (B3VLTPE)	Dependents in regions—Great Lakes and Plains
	Dependents in regions—Mideast, Far West, and Outlying Areas
	Dependents in regions—Southeast and Southwest
	Dependents in the New England region
	Independent with dependents in regions—Great Lakes, Plains, and Southwest
	Independent with dependents in regions—New England, Mideast, Far West, and Outlying Areas
	Independent with dependents in regions—Southeast and Rocky Mountains
	Independents without dependents
Volunteer: frequency (B3VLFRQ)	Dependents in regions—New England, Great Lakes, Southeast, Southwest, and Far west
	Dependents in regions—Mideast, Plains, and Outlying Areas
	Dependents in the Rocky Mountain region
	Independent without dependents, Female
	Independent without dependents, Male
	Independent without dependents, in public institutions
	Independent without dependents, in private institutions
Registered to vote (B3VTREG)	Asian/Native Hawaiian/Other Pacific Islander in all regions except Outlying Areas
	Hispanic and American Indian/Alaska Native, in all regions except Outlying Areas
	Hispanic, Asian/Native Hawaiian/Other Pacific Islander, American Indian/Alaska Native, in the Outlying Areas
	White non-Hispanic and Black non-Hispanic, 21 years old or younger
	White non-Hispanic and Black non-Hispanic, 22–27 years old
	White non-Hispanic and Black non-Hispanic, 28 years old or older
Voted in the November 2002 National Election (B3VTNEL)	27 years old or younger, Black non-Hispanic
	27 years old or younger, Hispanic, Asian/Native Hawaiian/Other Pacific Islander, American Indian/Alaska Native
	27 years old or younger, White non-Hispanic
	28 years old or older, Hispanic and American Indian/Alaska Native
	28 years old or older, White non-Hispanic, Black non-Hispanic and Asian/Native Hawaiian/Other Pacific Islander

See notes at end of table.

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Table 42.   Imputation classes for B&B:93/03 interview variables: 2003—Continued

Variable	Imputation classes
Political activities past two years (B3POLIT)	21 years old or younger in a private, for-profit institution
	21 years old or younger in a private, not-for-profit institution
	21 years old or younger in a public institution, Female
	21 years old or younger in a public institution, Male
	22-27 years old
	28 years old or older, Hispanic and Asian/Native Hawaiian/Other Pacific Islander
	28 years old or older, White non-Hispanic, Black non-Hispanic and American Indian/Alaska Native
Make a telephone call (B3TELPN)	23 years old or younger, Not a respondent to BB94 or BB97
	23 years old or younger, Respondent to either BB94 or BB97
	24–27 years old
	28 years old or older and did not receive federal aid
	28 years old or older, did receive federal aid, and attend a private institution
	28 years old or older, did receive federal aid, and attend a public institution
Undergraduate value: particular major(s) chosen (B3UGVLA)	Attend a public institution
	Attend a private, not-for-profit institution and receive federal aid
	Attend a private, not-for-profit institution and do not receive federal aid
	Attend a private, for-profit institution, Female
	Attend a private, for-profit institution, Male
Undergraduate value: liberal arts courses taken (B3UGVLB)	Attend a private, for-profit institution
	Attend a private, not-for-profit institution, 21 years old or younger
	Attend a private, not-for-profit institution, 22 years old
	Attend a private, not-for-profit institution, 23–27 years old
	Attend a private, not-for-profit institution, 28 years old or older
	Attend a public institution, 21 years old or younger
	Attend a public institution, 22–27 years old
	Attend a public institution, 28 years old or older
Undergraduate value: professional courses taken (B3UGVLC)	Dependent, Attend a private institution, 22 years old or younger
	Dependent, Attend a private institution, 23 years old or older
	Dependent, Attend a public institution, 21 years old or younger
	Dependent, Attend a public institution, 22 years old or older
	Independent with dependents, Female, Black non-Hispanic and Hispanic
	Independent with dependents, Female, White non-Hispanic, Asian/Native Hawaiian/Other Pacific Islander, and American Indian/Alaskan Native
	Independent with dependents, Male
	Independent without dependents

See notes at end of table.

Table 42.   Imputation classes for B&B:93/03 interview variables: 2003—Continued

Variable	Imputation classes
Undergraduate value: quality of instruction (B3UGVLD)	Attend a private institution
	Attend a public institution, in regions—New England, Mideast, Great Lakes, and Plains, Dependent
	Attend a public institution, in regions—New England, Mideast, Great Lakes, and Plains, Independent with dependents, 22 years old and younger
	Attend a public institution, in regions—New England, Mideast, Great Lakes, and Plains, Independent with dependents, 23 years old and older, Did not receive federal aid
	Attend a public institution, in regions—New England, Mideast, Great Lakes, and Plains, Independent with dependents, 23 years old and older, Received federal aid
	Attend a public institution, in regions—New England, Mideast, Great Lakes, and Plains, Independent without dependents
	Attend a public institution, in regions—Southeast, Rocky mountains, and Far west, 23 years old or younger
	Attend a public institution, in regions—Southeast, Rocky mountains, and Far west, 24 years old or older
	Attend a public institution, in regions—Southwest and Outlying areas
Undergraduate value: internship and other work (B3UGVLE)	Female, Black non-Hispanic, Hispanic, and Asian/Native Hawaiian/Other Pacific Islander
	Female, White non-Hispanic and American Indian/Alaska Native, 21 years old or younger
	Female, White non-Hispanic and American Indian/Alaska Native, 22–23 years old
	Female, White non-Hispanic and American Indian/Alaska Native, 24 years old or older, Did not receive federal aid
	Female, White non-Hispanic and American Indian/Alaska Native, 24 years old or older, Received federal aid
	Male, Black non-Hispanic, Asian/Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native
	Male, White non-Hispanic and Hispanic
Undergraduate value: none of the above (B3UGVLF)	Attend a private, for-profit institution
	Attend a private, not-for-profit institution, 22 years old or younger
	Attend a private, not-for-profit institution, 23 years old or older
	Attend a public institution
Undergraduate preparation: work and career (B3UGPRA)	Dependent
	Independent with dependents, Did not receive federal aid
	Independent with dependents, Received federal aid
	Independent without dependents

See notes at end of table.

Table 42.   Imputation classes for B&B:93/03 interview variables: 2003—Continued

Variable	Imputation classes
Undergraduate preparation: further education (B3UGPRB)	21 years old or younger, attend a private, for-profit institution
	21 years old or younger, attend a private, not-for-profit institution
	21 years old or younger, attend a public institution
	22–27 years old, Black non-Hispanic, Hispanic, and Asian/Native Hawaiian/Other Pacific Islander
	22–27 years old, White non-Hispanic and American Indian/Alaska Native
	28 years old or older, Did not receive federal aid
	28 years old or older, Received federal aid
Undergraduate preparation: financial security (B3UGPRC)	22 years old or younger
	23 years old or older, in New England region
	23 years old or older, in regions—Mideast, Plains, Southeast, Rocky Mountains, and Far west, Did not receive federal aid
	23 years old or older, in regions—Mideast, Plains, Southeast, Rocky Mountains, and Far west, Received federal aid
	23 years old, in regions—Great Lakes, Southwest, and Outlying Areas,
	24 years old or older, in regions—Great Lakes, Southwest, and Outlying Areas,
Undergraduate preparation: none of the above (B3UGPRD)	Black non-Hispanic
	Race other than Black non-Hispanic
Undergraduate education worth cost (B3UGWRA)	Attended a private institution, 27 years old or younger
	Attended a private institution, 28 years old or older, Did not receive federal aid
	Attended a private institution, 28 years old or older, Received federal aid
	Attended a public institution, Dependent
	Attended a public institution, Independent with dependents
	Attended a public institution, Independent without dependents
Undergraduate education worth time (B3UGWRB)	21 years old or younger
	22 years old, Hispanic and Asian/Native Hawaiian/Other Pacific Islander
	22 years old, White non-Hispanic, Black non-Hispanic and American Indian/Alaska Native
	23–27 years old
	28 years old or older, Dependent and Independent with dependents
	28 years old or older, Independent without dependents
Undergraduate education worth effort (B3UGWRC)	Female, Dependent, White non-Hispanic and American Indian/Alaska Native
	Female, Independent
	Female, Dependent, Black non-Hispanic, Hispanic, and Asian/Native Hawaiian/Other Pacific Islander
	Male

See notes at end of table.

Table 42.   Imputation classes for B&B:93/03 interview variables: 2003—Continued

Variable	Imputation classes
Current employment status (B3CUREMP)	Female, 27 years old or younger, Black non-Hispanic and American Indian/Alaska Native
	Female, 27 years old or younger, Hispanic and Asian/Native Hawaiian/Other Pacific Islander
	Female, 27 years old or younger, White non-Hispanic, in regions—Great Lakes, Plains, Southwest, and Outlying Areas
	Female, 27 years old or younger, White non-Hispanic, in regions—New England and Mideast
	Female, 27 years old or younger, White non-Hispanic, in regions—Southeast and Far West
	Female, 27 years old or younger, White non-Hispanic, in Rocky Mountain region
	Female, 28 years old or older, Did not receive federal aid
	Female, 28 years old or older, Received federal aid
	Male, 27 years old or younger
	Male, 28 years old or older
Income from work in 2002 (B3INC02)	Female, in New England region
	Female, in regions—Mideast, Great Lakes, Far west, and Outlying areas
	Female, in regions—Plains, Southeast, and Southwest
	Female, in Rocky Mountain region
	Male, Dependent
	Male, Independent with dependents
	Male, Independent without dependents

NOTE: The following sort variables were used for all imputations: age as of 12/31/92 (AGE), adjusted institution stratum (BNBSTRAT), type of institution and enrollment category (ENRLLCAT), state of current residence (B3STATE), major field of study (12 categories) (MAJORS3), highest degree received after BA completion (B2HDGPRG), and currently enrolled in graduate program (B3CRGRD1).
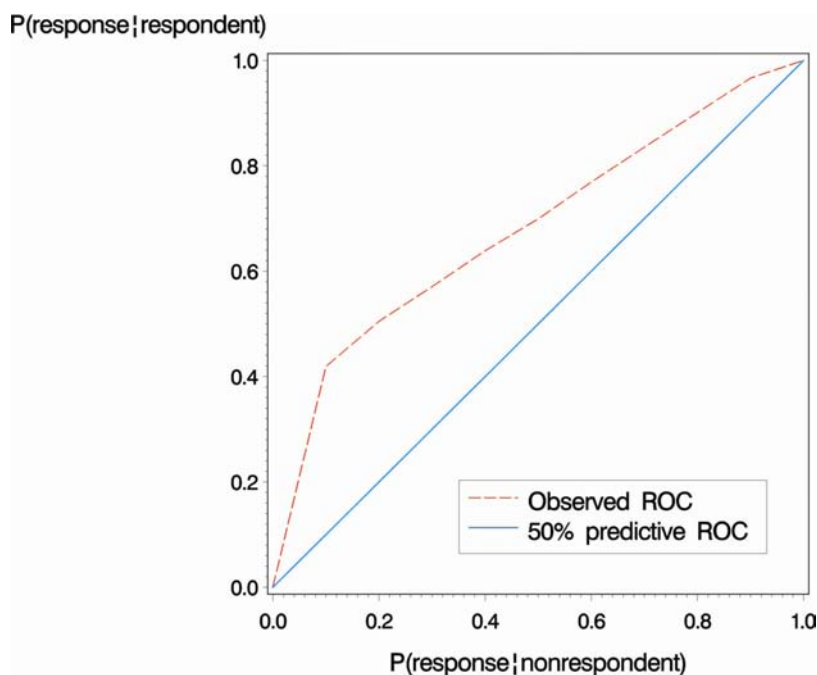
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table 43.   Variables used for imputation classes for derived imputation variables

Derived variable	Variables used to define imputation classes	
Batch 1		
Labor force participation 2003 (B3LFP03)	B3CUREMP	Current employment status
	B3CURHRS	Current job: hours per week
Current salary 2003, all respondents (B3CRSAL)	GENDER2	Gender
	DEPEND2	Dependency status for financial aid
	FEDAID	Receipt of federal aid 1=Yes 2=No
	OBEREG	Institution Region
	AGEGROUP	Age Group 1=<22 2=22 3=23 4=24-27 5=>27
Occupational category (collapsed) (B3OCCAT)	GENDER2	Gender
	DEPEND2	Dependency status for financial aid
	RACEETH	Race/Ethnicity
	CONTROL	Institution Control
	AGEGROUP	Age Group 1=<22 2=22 3=23 4=24-27 5=>27
	FEDAID	Receipt of federal aid 1=Yes 2=No
Total number of dependent children in 2003 (B3NUMCH)	B3CHCNUM	Number of dependents age 0-4 in daycare
	B3D2AG1	Dependents outside household 0-4
	B3D2AG2	Dependents outside household 5-17
	B3D3AG1	Number of dependents ages 0-4
	B3D3AG2	Number of dependents ages 5-17
	B3DPAG1	Number supported financially ages 0-4
	B3DPAG2	Number supported financially ages 5-17
Wrote letter or e-mail to public official 2003 (B3WROTE)	AGEGROUP	Age Group 1=<22 2=22 3=23 4=24-27 5=>27
	RACEETH	Race/Ethnicity
	CONTROL	Institution Control
Highest degree attained (B3HDG03)	B2ATTENR	Attainment and enrollment
	B2HDGPRG	Highest degree received after BA completion
	B3AGEDOC	Age at doctor's degree receipt
	B3AGEMA	Age at master's degree receipt
	B3AGEPRO	Age at first-professional degree receipt
	B3ATTDOC	Post-BA enrollment: doctor's degree
	B3ATTMA	Post-BA enrollment: master's degree
	B3ATTPRO	Post-BA enrollment: professional degree
	B3CMPDOC	Post-BA completion: doctor's degree
	B3CMPMA	Post-BA completion: master's degree
	B3CMPPRO	Post-BA completion: professional degree
	B3GR1EMY	Graduate: date earned degree 1
	B3GR2EMY	Graduate: date earned degree 2
	B3GR3EMY	Graduate: date earned degree 3
	B3GRER1	Graduate: already received degree 1
	B3GRER2	Graduate: already received degree 2
	B3GRER3	Graduate: already received degree 3
	B3HDGPG	Highest degree program enrolled in after BA
	B3NCHDG	Highest graduate enrollment: completion rate
	B3RECPG	Type of degree program for the most recent graduate completion

See notes at end of table.

Table 43. Variables used for imputation classes for derived imputation variables—Continued

Derived variable	Variables used to define imputation classes	
Batch 1—Continued		
Had ever enrolled in a degree program after BA in 1993 (B3ENRPG)	B2ATTENR	Attainment and enrollment
	B2GRDST	Earliest graduate school start date
	B2HDGPRG	Highest degree received after BA completion
	B2HDGTIM	Attendance, highest post-BA attainment
	B2HENTIM	Attendance, highest post-BA enrollment
	B2P01CPR	Program type currently enrolled-school 1
	B2P01FCP	Current first program type at school 1
	B2P01PRG	Program enrolled at post-BA school 1
	B2P01SCP	Current second program type at school 1
	B2P02CPR	Program type currently enrolled-school 2
	B2P02FCP	Current first program type at school 2
	B2P02PRG	Program enrolled at post-BA school 2
	B2P02SCP	Current second program type at school 2
	B2P03CPR	Program type currently enrolled-school 3
	B2P03FCP	Current first program type at school 3
	B2P03PRG	Program enrolled at post-BA school 3
	B2P03SCP	Current second program type at school 3
	B2P03SCP	Current second program type at school 3
	B2P04PRG	Program enrolled at post-BA school 4
	B2P05PRG	Program enrolled at post-BA school 5
	B2RCNPRG	Degree program for most recent post-BA e
	B2RCNTIM	Attendance, most recent post-BA enroll
	B3AGEDOC	Age at doctor's degree receipt
	B3AGEMA	Age at master's degree receipt
	B3AGEPRO	Age at first-professional degree receipt
	B3ATTDOC	Post-BA enrollment: doctor's degree
	B3ATTMA	Post-BA enrollment: master's degree
	B3ATTPRO	Post-BA enrollment: professional degree
	B3CMPDOC	Post-BA completion: doctorate degree
	B3CMPMA	Post-BA completion: master's degree
	B3CMPPRO	Post-BA completion: professional degree
	B3GRAD	Attended a formal graduate program
	B3HDG03	Highest degree attained by 2003
	B3HDGMAJ	Highest graduate completion: major field of study
	B3HDGPRG	Highest graduate completion: degree program type
	B3HENPRG	Highest graduate enrollment: degree program type
	B3RECPG	Type of degree program for the most recent graduate completion
	B3UG	Attended a formal undergraduate program
	PB01PROG	Program type enrolled at postbaccalaureate school (1)
	PB02PROG	Program type enrolled at postbaccalaureate school (2)
	PB03PROG	Program type enrolled at postbaccalaureate school (2)
	YRENROL	Month first enrolled in graduate school

See notes at end of table.

Table 43.   Variables used for imputation classes for derived imputation variables—Continued

Derived variable	Variables used to define imputation classes	
Batch 1—Continued		
Currently enrolling in a degree program (B3CURENR)	B3ENRPG	Had ever enrolled in a degree program after BA in 1993
	B3CRGRD1	Currently enrolled in graduate program 1
	B3CRUG1	Undergraduate 1: currently enrolled
Teacher pipeline status since graduation (B3PIPLIN)	B2PIPLIN	School 5 second period enroll status
	B2REGTJB	Number of regular teaching positions
	B2SECTOR	Got research assistantship for graduate
	B2SIZECL	Total number of students taught
	B2SLEVEL	Level of schools at which taught by 1997
	B2SPEND	Teaching status at end of study period
	B2SPEXPY	Total teaching experience in years
	B2SPNUM	Number of teaching spells
	B2SPSTD	Entered teaching during 1994-97
	B2SPSTI	Entered teaching during 1992-94
	B2SPSTYR	Year first began teaching after BA
	B2TCHTRN	Respondent took student teaching
	B2TJAPPL	Num. of teaching applications
	B3APPLY	Applied for a teaching job
	B3CONSDR	Currently considering teaching
	B3CRTTYP	Highest teaching certificate held
	B3EVRCON	Ever considered teaching
	B3EVRCRT	Ever licensed/certified to teach
	B3INDUCT	First: formal induction program
	B3LEAVA	Leave: low pay
	B3LEAVB	Leave: sabbatical or break
	B3LEAVC	Leave: change jobs out of education
	B3LEAVD	Leave: change jobs within education
	B3LEAVE	Leave: raise a family
	B3LEAVF	Leave: low prestige
	B3LEAVG	Leave: difficulty with people
	B3LEAVH	Leave: lack of autonomy
	B3LEAVI	Leave: accountability test scores
	B3LEAVJ	Leave: other
	B3LEAVW	Leave: none of the above
	B3PIPLIN	Teacher pipeline status
	B3PRPSTD	Completed student teaching
	B3TCHPRP	Done anything to prepare self to teach
	TEACHTRN	Ever taught or considered teaching
Highest level of teacher certification (B3HICERT)	B3PIPLIN	Teacher pipeline status
	B3CURCRT	Currently licensed/certified to teach
	B3EVRCRT	Ever licensed/certified to teach

See notes at end of table.

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Table 43. Variables used for imputation classes for derived imputation variables—Continued

Derived variable	Variables used to define imputation classes	
Batch 2		
Teaching status as of 2003 interview (B3TCHST)	B2REGTJB	Number of regular teaching positions
	B2SECTOR	Sector of most recent school
	B2SIZECL	Total number of students taught
	B2SLEVEL	Level of schools at which taught by 1997
	B2SPEND	Teaching status at end of study period
	B2SPEXPY	Total teaching experience in years
	B2SPNUM	Number of teaching spells
	B2SPSTD	Entered teaching during 1994-97
	B2SPSTI	Entered teaching during 1992-94
	B2SPSTYR	Year first began teaching after BA
	B3DTFSTJ	Date of first teaching job
	B3PIPLIN	Teacher pipeline status
	B3TSALR	Academic year base salary, most recent teaching job
	B3TCHPST	Ever worked as teacher or aide
Ever completed student teaching (B3EVRSTD)	B3PIPLIN	Teacher pipeline status
	B3PRPSTD	Completed student teaching
	B3CRTTYP	Highest teaching certificate held
	B2PIPLIN	School 5 second period enroll status
	B3HICERT	Highest level of certification ever held
	B2TCHTRN	Respondent took student teaching
Average academic year base salary (B3TSALR)	GENDER2	Gender
	Y_SCLEV1	School 1 level
	B3CURENR	Currently enrolling in a degree program
	B2HDGPRG	Highest deg received after BA completion
	B3ENRPG	Had ever enrolled in a degree program after BA in 1993
	B3HICERT	Highest level of certification ever held
Batch 3		
Control/sector of school most recently taught (B3MRSECT)	GENDER2	Gender
	CONTROL	Institution Control
	DEPEND2	Dependency status for financial aid
Preparation to teach (B3PRPTCH)	B3CRTTYP	Highest teaching certificate held
	B2HICERT	Highest teacher certification type in B9
	B3PIPLIN	Teacher pipeline status
	B3EVRSTD	Completed student teaching
	B2TCHTRN	Respondent took student teaching
Batch 4		
Locale of school most recently taught (B3MRSLOC)	B3EVRSTD	Completed student teaching
	B3TCHST	Teaching status as of 2003 interview
Level of school most recently taught (B3MRSLEV)	B3EVRSTD	Completed student teaching
	B3PIPLIN	Teacher pipeline status
	GENDER2	Gender

See notes at end of table.

Table 43. Variables used for imputation classes for derived imputation variables—Continued

Derived variable	Variables used to define imputation classes	
Batch 4—Continued		
Percent minority enrollment, school most recently taught (B3MRSMPC)	B3EVRSTD	Completed student teaching
	B3TCHST	Teaching status as of 2003 interview
	RACEETH	Race/Ethnicity
	B3TSALR	Academic year base salary, most recent teaching job
	B3MRSECT	Sector of most recent school
Percent free/reduced price lunch recipients, school most recently taught (B3MRSFLE)	B3EVRSTD	Completed student teaching
	B3TCHST	Teaching status as of 2003 interview
	RACEETH	Race/Ethnicity
	B3TSALR	Academic year base salary, most recent teaching job
	DEPEND2	Dependency status for financial aid
Date of first teaching job, all teachers (B3SPSTRT)	B2REGTJB	Number of regular teaching positions
	B2SECTOR	Got research assistantship for graduate
	B2SIZECL	Total number of students taught
	B2SLEVEL	Level of schools at which taught by 1997
	B2SPEND	Teaching status at end of study period
	B2SPEXPY	Total teaching experience in years
	B2SPNUM	Number of teaching spells
	B2SPSTD	Entered teaching during 1994-97
	B2SPSTI	Entered teaching during 1992-94
	B2SPSTYR	Year first began teaching after BA
	COMPDAT2	Date interview completed

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

6.5.3 Definition of Missing for Item Imputation

For B&B:93/03, several codes were used to distinguish between legitimate and nonlegitimate missing items for the purpose of imputation. These codes were the following:

- **Refusal/terminated early:** For all questions where the respondent refused to answer, the value of missing was assigned initially, and then imputed. Likewise, if the interview was terminated early, leaving some questions not asked, the value of missing was initially assigned and then imputed.

- **Legitimate skip**: Many respondents could legitimately skip questions that did not apply to them. In these cases, the missing responses were coded as legitimate skips and were not imputed.

- **Not applicable:** For B&B:93/03 nonrespondents, questions were not imputed.

6.5.4 Evaluation of Imputations

Comparing imputation distributions within imputation classes is a key measure for determining whether or not the weighted sequential hot deck imputation procedure produced acceptable results. The more similar the distributions, the more successful the imputation

process. For evaluation of the B&B:93/03 imputation results, distributions were considered to be similar when absolute differences were less than 5 percent. Absolute difference was calculated by subtracting the before imputation weighted percent from the after imputation weighted percent. If absolute differences greater than 5 percent were found, then the unweighted distributions would be examined to see if the large differences were due to small sample sizes. Any large differences would be evaluated and corrected (by using different imputation classes) and documented when no resolution was possible.

Tables 39 lists the before and after imputation distributions of the CATI categorical variables that were imputed and Tables 40 and 41 list the before and after imputation distributions of derived variables that were imputed. No absolute differences greater than 5 percent were found for any comparison.

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Appendix A

Data Collection Mailout Materials

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Early notification letter

November 15, 2002

Study ID «caseid»

«fname» «mname» «lname» «suffix»   FS1/«Addr_ID»
«addr1»
«addr2»
«city», «state» «zip» «zip4»

Dear «p_fname» «p_lname»:

Beginning in February 2003, the National Center for Education Statistics (NCES), part of the U.S. Department of Education, will be conducting the fourth interview of individuals who have been participating in the Baccalaureate and Beyond longitudinal study (B&B) since earning their bachelor's degree in the 1992-93 school year. I would like to ask for your help in completing the effort begun ten years ago by participating in the final B&B interview later this winter. Research Triangle Institute (RTI), based in North Carolina, is authorized to conduct B&B on behalf of the U.S. Department of Education.

To make the interview process as easy as possible, you may complete the interview yourself on the Web or by telephone with one of RTI's professionally-trained interviewers. To find out more about this B&B interview and to update your contact information, visit the study's Web site at http://surveys.nces.ed.gov/b&b. In this mailing, we've enclosed a study leaflet, addressing many of the questions you may have about the B&B study, as well as an address update sheet and business reply envelope if you prefer to update your contact information by mail.

Your participation in this study is completely voluntary. Please be assured that both NCES and RTI follow strict confidentiality procedures to protect the information collected and the privacy of study participants. Our confidentiality procedures and privacy statements are described in detail on the study's Web site and in the enclosed leaflet. If you have any questions about the study, you may contact Dr. Jennifer Wine, the study's director, toll free at 1-877-225-8470 (jennifer@rti.org), or Ms. Kristin Perry, the NCES project officer, at 1-202-502-7428 (kristin.perry@ed.gov). Persons who are hearing- or speech-impaired may call us at 1-877-212-7230 (TDD).

We sincerely appreciate your assistance and thank you in advance for helping us conduct B&B. It is only through your commitment to this important study that we can understand the choices college graduates make in employment and education and help to structure policies that affect their lives. This information will influence important decisions regarding: student loans, grants and scholarships, tuition at public and private colleges and universities, courses and programs geared to employment opportunities, and salaries for graduates.

Sincerely,

Gary W. Phillips

Gary W. Phillips
Acting Commissioner

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0666.

Spanish translation of early notification letter text

Empezando en febrero de 2003, el Centro Nacional de Estadísticas sobre la Educación (NCES, por sus siglas en inglés) del Departamento de Educación de los Estados Unidos realizará la cuarta serie de entrevistas de las personas que han participado en el estudio Más Allá de los Estudios Universitarios (B&B, por sus siglas en inglés) desde que recibieron el título universitario durante el año académico 1992-1993. Quiero pedirle su ayuda para completar el esfuerzo de investigación que usted comenzó hace diez años, participando en la entrevista final del estudio B&B durante los próximos meses. El Departamento de Educación de los Estados Unidos autorizó al Research Triangle Institute (RTI), ubicado en Carolina del Norte, a llevar a cabo el estudio B&B.

Para facilitar el proceso de la entrevista, usted puede completar la entrevista por sí mismo en el Internet o por teléfono con un entrevistador profesional de RTI. Para obtener más información acerca de esta entrevista y poner al día su información de contacto, puede visitar el sitio web del estudio en http://surveys.nces.ed.gov/b&b. Adjunto a esta carta, encontrará un folleto que contiene información sobre el estudio B&B, así como un formulario para actualizar su dirección y un sobre con franqueo pre-pagado si usted prefiere poner al día su información de contacto por correo.

Su participación en este estudio es voluntaria. Usted puede estar seguro que NCES y RTI siguen un procedimiento estricto para proteger los datos recopilados y la privacidad de los participantes en el estudio. En el sitio web y en el folleto adjunto, se detalla nuestro procedimiento de confidencialidad y las declaraciones de privacidad. Si tiene cualquier pregunta acerca del estudio, puede comunicarse con la Dra. Jennifer Wine, la directora del estudio, al número telefónico gratuito 1-877-225-8470 (jennifer@rti.org), o la Sra. Kristin Perry, la funcionaria del proyecto en NCES, al 1-202-502-7428 (kristin.perry@ed.gov). Las personas que tienen un impedimento del habla o del oído pueden llamar gratis al 1-877-212-7230 (TDD).

Sinceramente le agradecemos su ayuda y le damos gracias de antemano por su cooperación en la realización del estudio B&B. Su participación en este importante estudio es imprescindible al desarrollo de la política que afecta a los graduados y las decisiones de graduados con respecto al empleo y a la educación. Esta información influirá en decisiones importantes relacionadas con los préstamos estudiantiles, los diversos tipos de becas, la matrícula de universidades públicas y privadas, los cursos y los programas educativos orientados a oportunidades en el mercado laboral y los salarios que ganan los graduados.

Address update information form

BACCALAUREATE AND BEYOND LONGITUDINAL STUDY
Address Update Information

Study ID <<CASE ID>>

Address and Telephone Information

A. Previously, you provided us with the following address. If not currently correct, please update in the space provided. Or, to update your locating information on-line, visit our secure web site at http://surveys.nces.ed.gov/b&b and refer to Study ID# <<CASE ID>>.

«fname» «mname» «lname» «suffix»
«addr1»
«addr2»
«city», «state» «zip»«zip4»

«sarea1» «sphone1»

FT1/«Addr_ID»

Name: _____
Address: _____

Home: (   ) _____
Work: (   ) _____

Please check here if all information pre-printed in this section is *currently correct*.
Please check here if *you do not know* if this information is currently correct.

B. *Please provide us with information on the best times (in your time zone) 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

C. If you have an electronic mail address that we can use to contact you, please provide it below.

   Electronic Mail Address: _____

Thank you for your assistance and participation. This information is completely confidential.
Please return this page in the enclosed postage paid envelope.

Address update information form (Spanish translation)

MÁS ALLÁ DE LOS ESTUDIOS UNIVERSITARIOS
Formulario para Actualizar la Dirección

«caseid»

Dirección y Número de Teléfono

A.   Usted nos dio anteriormente la siguiente dirección. Si ya no es correcta, favor de poner al día la información en el espacio proporcionado Si usted prefiere proporcionar la información por el Internet, por favor visite nuestro sitio web seguro en http://surveys.nces.ed.gov/b&b y utilice el número de identificación «caseid».

«fname» «mname» «lname» «suffix»
«addr1»
«addr2»
«city», «state» «zip»«zip4»

«sarea1» «sphone1»

BB FS1/«Addr_ID»

Nombre: _____
Dirección: _____
Teléfono particular: (   )_____
Trabajo: (   )_____

☐Favor de marcar aquí si toda la información ya impresa en esta sección es ***actualmente correcta.***
☐Favor de marcar aquí ***si no sabe usted*** si toda la información es correcta actualmente.

B.   *Favor de proporcionar la hora y día más conveniente (en el horario de su zona geográfica) para hablarle.*

   a.   La hora más conveniente (en el horario de su zona geográfica): _____:_____   am   pm hasta las

                                                                                                       _____:_____   am   pm

   b.   Qué días son los más convenientes?

            Domingo   Lunes   Martes   Miércoles   Jueves   Viernes   Sábado

---

C.   *Si tiene una dirección de correo electrónico que podamos usar para ponernos en contacto con usted, por favor escríbala en el espacio a continuación.*

Dirección de correo electrónico:

Le agradecemos su ayuda y su participación. Esta información se mantendrá estrictamente confidencial.
Favor de devolver esta página en el sobre con franqueo pre-pagado que adjuntamos.

B&B:93/2003 Postcard

Research Triangle Institute
PO Box 12194
Research Triangle Park, NC 27709
Attn: Jeff Franklin
Project # 8156.332

ADDRESS SERVICE REQUESTED

The National Center for Education Statistics (NCES), U.S. Department of Education is getting ready to conduct its fourth interview of the Class of '93. For the first time ever, you will have the opportunity to complete this important survey on the B&B Web site.

In about a week, you can expect to receive a B&B package in your mailbox. It will contain important information on completing your B&B interview and a magnetic picture holder to thank you for helping make the study a success.

Research Triangle Institute is conducting B&B for NCES. For more information, log onto the B&B Web site at http://surveys.nces.ed.gov/b&b, or contact the study project director, Dr. Jennifer Wine, toll free at 1-877-225-8470 (TDD: 1-877-212-7230).

B&B:03 Leaflet

Where can I get more information about B&B?

If you have additional questions or concerns about B&B, please consult the study Web site at:

http://surveys.nces.ed.gov/b&b

Or contact the RTI Project Director or NCES Project Officer listed below.

RTI Project Director:
Dr. Jennifer Wine
877-225-8470
(toll free)

NCES Project Officer:
Kristin Perry
202-502-7428

You may also contact us by:
E-mail: BBemail@rti.org
TDD: 877-212-7230
(toll free)
Fax: 919-541-7014

To complete the interview on the Web, visit the B&B study Web site:

http://surveys.nces.ed.gov/b&b

To make an appointment to complete the interview by telephone, call:

1-800-334-2321
(toll free)

Visit the NCES Web site for additional information about B&B and other research in postsecondary education:

http://nces.ed.gov

If you have questions about your rights as a study participant, call:
Dr. Wendy Visscher
Research Triangle Institute
866-214-2043
(toll free)

Baccalaureate And Beyond
Longitudinal Study –
Third Follow-Up

http://surveys.nces.ed.gov/b&b

Conducted for:
National Center for Education Statistics
U.S. Department of Education

Conducted by:
Research Triangle Institute
Research Triangle Park, NC 27709-2194

A lot has happened in the last ten years. Did you know that…

♦ In 1992, the first World Wide Web server was just a year old. By 1994, you could order pizza and do your banking on the Internet. By 2002, about 533 million people had Internet access worldwide.

♦ In 1994, the Hubble telescope proved that black holes exist. In 1997, Comet Hale-Bopp was visible without a telescope. In 1998, Senator John Glenn returned to space at age 77.

♦ The World Series was cancelled in 1994 when the players went on strike. In 1999, the US women's soccer team won the World Cup. Barry Bonds broke the home run record in 2001.

♦ Queen Elizabeth II became the first British monarch to address Congress in 1991. In 1994, the Chunnel between England and France opened. In 1999, use of a single European currency, the Euro, was planned.

♦ The last episode of Cheers aired in 1993, Pokemon first launched in 1996, and CATS, the longest running musical in Broadway history, closed in 2000.

♦ The oldest human, Ardipithecus ramidus, was located in Kenya in 1994. The first human embryo was cloned in 2001.

♦ There have been six sessions of Congress and two presidents.

What else has happened in the decade beyond your bachelor's degree?

What is B&B?

The Baccalaureate & Beyond Longitudinal Study – Third Follow-up (B&B) is collecting data on the activities and experiences of 1992-93 bachelor's degree recipients who were first interviewed in 1993 as part of the National Postsecondary Student Aid Study (NPSAS). Study participants were interviewed one year later, in 1994, then again, four years later, in 1997. Now, ten years after earning their bachelor's degree, study participants will be interviewed one last time, in 2003. Educators, researchers, and policymakers at the local, state, and national levels will combine data from the 2003 interview with data from the prior interviews to produce national statistics. Major areas of interest include changes in employment and career decisions since the last interview, enrollment in graduate and other post-baccalaureate education, family formation, finances, and civic participation.

From past interviews with B&B participants, we learned that:

♦ One year after earning the bachelor's degree, 87 percent of graduates were employed. Four years later, 89 percent were employed with 56 percent working in an area closely related to their degree.

♦ At the time of graduation, 87 percent of bachelor's degree recipients expected to earn a graduate degree. About 17 percent of bachelor's degree recipients enrolled in graduate or professional programs within one year of earning their degree. Four years later, 87 percent of those who applied to a graduate or professional school were accepted into at least one program, and 29 percent had enrolled.

♦ About 30 percent of students were married before earning the bachelor's degree. Among those who had not married before graduating, 30 percent married during the first four years after college.

♦ About 39 percent of bachelor's degree recipients still owed money for undergraduate and graduate student loans after four years.

Who is conducting the study?

♦ B&B is being conducted under contract for the National Center for Education Statistics (NCES), U.S. Department of Education by Research Triangle Institute (RTI), a not-for-profit research organization in North Carolina. B&B is authorized by the National Education Statistics Act of 1994 (PL 103-382).

Why should I participate?

Your continued participation will help provide researchers and policymakers with a better understanding of the educational, career, and life choices that bachelor's degree recipients make in the ten years following degree completion. It will also help them clarify the long-term benefits of a postsecondary education for the individual and for society.

Participation in this study is voluntary. However, your participation is also essential to making this study a success.

When will the study be conducted?

This last B&B interview will be conducted in the *spring and summer of 2003*. The study will involve approximately 12,000 bachelor's degree recipients selected from almost 700 colleges and universities.

How can I participate?

To find out more about B&B, visit the study's Web site at:
http://surveys.nces.ed.gov/b&b

Beginning in *February 2003*, you will be able to complete the interview yourself on the Web, or you can wait until one of our interviewers calls.

How can I complete the Web-interview?

Once on the study Web site, select *Interview* from the main menu, and follow the directions from there. A Study ID and password will be provided to you separately, before the start of data collection. If you need assistance with accessing the interview on the study Web site, please call the B&B Help Desk at 1-800-334-2321.

How long is the interview?

On average, the interview will last about 25 minutes. Web interview time may vary depending on your Internet connection speed. If you do not have access to a computer with a fast connection, you may prefer to call the Help Desk to complete the interview by telephone.

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, unless otherwise compelled by law.

Specific procedures have been implemented to ensure the confidentiality of study data, including:

♦ Maintaining all electronic data in secure and protected data files, and storing all personally identifying information in files separate from the descriptive information.

♦ Imposing severe fines and imprisonment on project staff that disclose individual responses.

♦ Ensuring that confidentiality procedures are reviewed and approved by the federal government and by the RTI Office of Research Protection and Ethics.

Can I get a copy of the results?

The results are scheduled to be released in the fall of 2004 and will be posted on the NCES Web site as soon as they are available (http://nces.ed.gov).

B&B:03 Leaflet Spanish

¿Dónde puedo obtener más información acerca del B&B?

O puede comunicarse con la Directora del Proyecto en RTI o la Funcionaria del Proyecto en NCES.

Directora del Proyecto en RTI:
Dra. Jennifer Wine
877-225-8470
(gratis)

Funcionaria del Proyecto en NCES:
Kristin Perry
202-502-7428

Además, puede comunicarse con nosotros por:
Correo electrónico: BBemail@rti.org
TDD: 877-212-7230
(gratis)

Fax: 919-541-7014

Si desea realizar la entrevista por el Internet, visite el sitio web de B&B:

http://surveys.nces.ed.gov/b&b

translation

Si tiene cualquier pregunta o preocupación acerca del estudio, por favor visite el sitio web del estudio:

http://surveys.nces.ed.gov/b&b

Si desea hacer una cita para realizar la entrevista por teléfono, por favor llame:
1-800-334-2321
(gratis)

Por favor visite el sitio web de NCES para obtener más información en inglés sobre el B&B y otras investigaciones de educación:

http://nces.ed.gov

Si tiene preguntas acerca de sus derechos como participante en el estudio, por favor comuníquese con la:

Dra. Wendy Visscher
Research Triangle Institute
866-214-2043
(gratis)
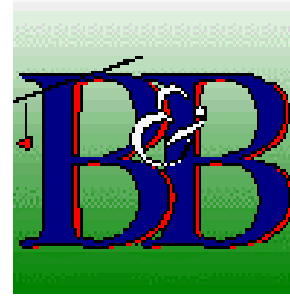
El Estudio Más Allá de los Estudios Universitarios

La cuarta serie

http://surveys.nces.ed.gov/b&b

Realizado para:

National Center for Education Statistics

U.S. Department of Education

Realizado por:

Research Triangle Institute

Research Triangle Park, NC 27709-2194

Durante los pasados diez años, han sucedido muchos acontecimientos. Sabía usted que…

♦ En 1992, el primer servidor de la Red Mundial (WWW) cumplió un año. En 1994, uno puede ordenar una pizza o hacer sus gestiones bancarias en el Internet. En el 2002, aproximadamente 533 millones de personas tuvieron acceso al Internet.

♦ En 1994, el telescopio Hubble probó la existencia de los agujeros negros. En 1997, el cometa Hale-Bopp se vio a simple vista. En 1998, el Senador John Glenn, de 77 años de edad, regresó al espacio.

♦ Se canceló La Serie Mundial de 1994 debido a una huelga de los jugadores. En 1999, el equipo estadounidense de fútbol ganó la Copa Mundial Femenil. En el 2001, Barry Bonds batió el récord de jonrones.En 1991, La Reina Isabel II llegó a ser la primera monarca británica que impartió un discurso ante el Congreso de los Estados Unidos. En 1994, se abrió el túnel bajo el Canal de la Mancha entre Inglaterra y Francia. En 1999, se planeó el uso de una sola moneda europea, el euro.

♦ Se televisó el último episodio de Cheers en 1993, y se lanzó al mercado el juego de Pokémon en 1996. En el año 2000 se presentó por última vez la obra musical CATS, la de más larga duración en la historia de Broadway.

♦ Se encontró el humano más viejo, Ardipithecus ramidus, en Kenya en 1994. Un embrión humano fue clonado por primera vez en el 2001.

♦ En los EEUU el Congreso se ha reunido en seis sesiones bajo la administración de dos presidentes.

¿Qué más ha ocurrido durante los diez años desde que usted recibió su título universitario?

¿Qué es el B&B?

La cuarta serie del estudio Más Allá de los Estudios Universitarios se está realizando para recopilar datos acerca de las actividades y experiencias de estudiantes que recibieron el título universitario en el año académico 1992-1993 y que fueron entrevistado en 1993 como parte del Estudio Nacional sobre Asistencia Económica para Estudiantes en Escuelas Post-secundarias. En 1994 se volvieron a entrevistar a estos participantes, y también cuatro años después, en 1997. Ahora que han pasado diez años desde que recibieron sus bachilleratos universitarios, estamos entrevistando a estos participantes una vez más, en el 2003.

Educadores, investigadores científicos, y las personas que formulan la política a nivel municipal, estatal y federal combinarán la información de las entrevistas en el 2003 con la de las entrevistas anteriores para generar estadísticas nacionales. Los temas de más interés incluyen los cambios de empleo y las decisiones relacionadas a su carrera profesional desde la última entrevista, la matriculación en programas graduados u otros programas educativos avanzados, la formación de familias, asuntos financieros y participación comunitaria.

En estudios B&B pasados, aprendimos que:

♦ Un año después de recibir su título universitario, 87 por ciento de los estudiantes estaban trabajando. Cuatro años después, 89 por ciento estaban trabajando y 56 por ciento trabajan en un oficio relacionado a su profesión.

♦ Al recibir el bachillerato universitario, 87 por ciento de los estudiantes esperaban recibir un título de graduado. Aproximadamente 17 por ciento de los estudiantes se matricularon en un programa de estudios avanzados al siguiente año después de haberse graduado. Cuatro años después, 87 por ciento de los estudiantes que solicitaron admisión en un programa avanzado fueron aceptados, y 29 por ciento se matricularon.

♦ Aproximadamente 30 por ciento de los estudiantes se casaron antes de recibir su título universitario. De los estudiantes que no se casaron antes de graduarse, 30 por ciento se casaron en los siguientes cuatro años.

♦ Aproximadamente 39 por ciento de los estudiantes todavía tenía préstamos relacionados a sus estudios subgraduados y graduados cuatro años después de graduarse.

¿Quién está llevando a cabo el estudio?

Research Triangle Institute (RTI, por sus siglas en inglés) está realizando el estudio B&B bajo contrato con el Centro Nacional de Estadísticas sobre la Educación (NCES, por sus siglas en inglés) del Departamento de Educación de los Estados Unidos. RTI es una organización no lucrativa, ubicada en Carolina del Norte. B&B está autorizado por la Ley Nacional de Estadísticas Educativas de 1994 (PL 103-382).

¿Por qué debo participar?

La continuación de su participación ayudará a proporcionar a los investigadores científicos y a las personas que formulan la política un mejor entendimiento de las decisiones que toman los estudiantes relacionadas con la educación, la carrera, y otros aspectos de la vida diez años después de haber

recibido el bachillerato. Además su participación los ayudará a clarificar los beneficios de la educación post-secundaria a largo plazo para el individuo y la sociedad.

Su participación en este estudio es voluntaria. Sin embargo, su participación es imprescindible al éxito del estudio.

¿Cuándo se realizará el estudio?

La última entrevista del estudio B&B se llevará a cabo durante la primavera y el verano de 2003. El estudio involucrará aproximadamente 12,000 personas seleccionadas de casi 700 universidades.

¿Cuánto tiempo dura la entrevista?

La entrevista durará aproximadamente 20 minutos. La duración de la entrevista por el Internet varía según el tipo de enlace entre la computadora y el Internet. Si no tiene acceso a una computadora con una conexión rápida, es posible que usted prefiera llamar a la línea telefónica de ayuda para realizar la entrevista por teléfono.

¿Cómo puedo participar?

Para obtener más información sobre el estudio B&B, visite el sitio web del estudio en

http://surveys.nces.ed.gov/b&b. Puede completar la entrevista por sí mismo en el Internet empezando en *febrero de 2003*, o puede esperar la llamada de un entrevistador.

¿Cómo puedo realizar la entrevista en el Internet?

Una vez que llegue al sitio web del estudio, seleccione *Complete the Interview* en el menú principal y siga las instrucciones. Se le proporcionará un número de identificación y una contraseña por separado antes del comienzo de la recopilación de datos. Si necesita ayuda para obtener acceso a la entrevista en el sitio web, por favor llame a la línea

telefónica de ayuda del estudio B&B al 1-800-334-2321. Desgraciadamente, el sitio web está disponible sólo en inglés.

¿Se mantendrán mis respuestas confidenciales?

Sus respuestas sólo pueden ser usadas con propósitos estadísticos y no pueden ser divulgadas ni utilizadas de alguna manera que le pudiera identificar a menos que la ley lo requiera. **Hemos implementado un procedimiento específico para segurar que se mantengan confidenciales los datos, que incluye:**

♦ Todos los datos electrónicos se mantienen en archivos seguros y protegidos, y toda la información personal que pueda identificar a un participante está en archivos separados de los que contienen la información descriptiva.

♦ Todo el personal que tienen acceso a los datos del estudio está sujeto a multas graves y encarcelamiento si divulgan las respuestas individuales.

♦ Este procedimiento ha sido revisado y aprobado por el gobierno federal y la Oficina para la Protección de Participantes en Estudios de Investigación del RTI.

¿Puedo obtener una copia de los resultados?

Se publicarán los resultados en el otoño del 2004 y se publicarán en el sitio web de NCES cuando estén disponibles. (http://nces.ed.gov)

Data collection notification letter

January 27, 2003

Study ID «caseid»

«fname» «mname» «lname» «suffix»   FS2/«Addr_ID»
«addr1»
«addr2»
«city», «state» «zip» «zip4»

Dear «p_fname» «p_lname»:

We are happy to tell you that the Web site for the Baccalaureate and Beyond Longitudinal Study is now open. To complete the final interview yourself, you can log onto the B&B Web site at http://surveys.nces.ed.gov/b&b. If you complete the survey online by February 24, 2003, you may choose to receive a $20 check as a token of our appreciation for the time you took to complete the survey.

Enclosed with this letter is a magnetic picture frame containing the study ID and password you will need in order to complete your interview on the Web. When you're done, keep the picture frame, with our thanks.
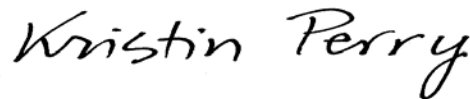
From the B&B web site, you will be able to find out more about the results from previous interviews conducted with B&B study participants and update your contact information. Also enclosed with this mailing is a study leaflet providing answers to frequently asked questions about the B&B interview and study, as well as our contact information and procedures to protect the confidentiality of your responses.

It is only through your continued commitment to this important study that we can complete the picture you began 10 years ago as a new bachelor's degree recipient. Thank you for making B&B a success.

Sincerely yours,

Jennifer Wine, Ph.D.   Kristin Perry
B&B Project Director   Project Officer
Research Triangle Institute   National Center for Education Statistics

Spanish translation of data collection notification letter text

Tenemos el placer de informarle que el sitio web del estudio Más Allá de los Estudios Universitarios (B&B por sus siglas en inglés) está disponible. Para completar la entrevista final por sí mismo(a), puede entrar al sitio web de B&B en http://surveys.nces.ed.gov/b&b. Si usted realiza la encuesta en el sitio web antes de [expiration date], usted puede optar por recibir un cheque de $20 dólares en agradecimiento por concedernos su tiempo para completar la encuesta.

Adjunto a esta carta encontrará un marco magnético que contiene su número de identificación del estudio y su contraseña. Después de completar la entrevista, conserve el marco como una muestra de nuestro agradecimiento.

En el sitio web de B&B, usted puede encontrar información sobre los resultados de las entrevistas del estudio B&B anteriores, y usted puede actualizar su dirección y otra información personal. También adjuntamos un folleto que contiene las respuestas a preguntas comunes sobre el estudio y la entrevista de B&B, así como información sobre cómo comunicarse con nosotros y el procedimiento para proteger la confidencialidad de sus respuestas.

El éxito de B&B sólo será posible gracias a su continuo compromiso para llegar al final del camino que inició hace 10 años al graduarse de la universidad. Le agradecemos su colaboración en este importante estudio.

Thank you letter

December 20, 2005

Study ID: «caseid»

«fname» «mname» «lname» «suffix»
«addr1»
«addr2»
«city», «state» «zip»«zip4»

Dear «p_fname» «p_lname»:

On behalf of the U.S. Department of Education and the staff of the Baccalaureate and Beyond (B&B) longitudinal study, I would like to thank you for completing your final B&B interview. Your participation in this study is very important to ensuring its success. Enclosed you will find a check to reimburse you for your time completing the interview.

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

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

Sincerely,

Jennifer Wine, Ph.D.
Project Director

Thank you/Reinterview notification letter

December 20, 2005

Study ID: «caseid»

«fname» «mname» «lname» «suffix»
«addr1»
«addr2»
«city», «state» «zip»«zip4»

Dear «pfname» «plname»:

On behalf of the U.S. Department of Education and the staff of the Baccalaureate and Beyond (B&B) longitudinal study, I would like to thank you for completing your final B&B interview. Your participation in this study is very important to ensuring its success.

Enclosed you will find a check to reimburse you for your time completing the interview. I would like to remind you about the quality control interviewing for which you were selected. We will be contacting you in a couple of weeks to conduct a very brief re-interview. This second interview will determine how accurately we entered your responses and whether or not our questions are worded appropriately.

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

Reinterview reminder
Subject: B&B Quality Control Interview

December 20, 2005

«fname» «mname» «lname» «suffix»
«addr1»
«addr2»
«city», «state» «zip» «zip4»

Dear «p_fname» «p_lname»:

On behalf of the U.S. Department of Education and the staff of the Baccalaureate and Beyond (B&B) longitudinal study, I would like to thank you for completing your recent B&B interview. Your ongoing participation in this study is very important to ensuring its success.

At the end of your interview, you were randomly selected for participation in a quality control interview. The purpose of this second interview is to determine how well our questions collect reliable information. It takes less than 5 minutes to complete. Please visit the study Web site at http://surveys.nces.ed.gov/b&b to complete your final interview. Once there, select "Interview" from the main menu and enter your study ID and password provided below.

Study ID :   (study ID)
Password :   (password)
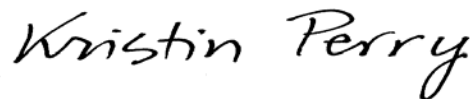
Please do not hesitate to contact me directly at 1-877-225-8470 if I can provide any additional information or assistance.

Again, thank you for your time and willingness to participate. We will contact you again in a couple of weeks if we haven't received your response.

Sincerely yours,

Jennifer Wine, Ph.D.   Kristin Perry
B&B Project Director   Project Officer
Research Triangle Institute   National Center for Education Statistics

Refusal conversion letter—Respondent too busy

<div align="center">Study ID «caseid»</div>

<<DATE>>

    «fname» «mname» «lname» «suffix»   FS35/«Addr_ID»
    «addr1»
    «addr2»
    «city», «state» «zip» «zip4»

Dear «p_fname» «p_lname»:

On behalf of the U.S. Department of Education, I am writing to ask for your participation in the final interview of the Baccalaureate and Beyond Longitudinal Study (B&B). Your opinions and experiences since earning your bachelor's degree will help to represent the thousands of bachelor's degree recipients like you who also lead busy lives. If you complete the survey, you may choose to receive a $20 check as a token of our appreciation for the time you took to complete the survey.

If you wish to complete the interview yourself over our secure Internet Web site, log on to **http://surveys.nces.ed.gov/b&b**. You will need the Study ID and password provided below to access the Web interview.

Study ID   = «caseid»
Password = «password»

If you prefer, you may call 1-800-334-2321 to complete the interview with one of our professionally-trained, telephone interviewers.

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 by telephone 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 for your commitment to this important study.

Sincerely,

Jennifer Wine, Ph.D
Project Director

Refusal conversion letter—Benefits of participation

Study ID «caseid»

<<Date>>

«fname» «mname» «lname» «suffix»   FS36/«Addr_ID»
«addr1»
«addr2»
«city», «state» «zip» «zip4»

Dear «p_fname» «p_lname»:

On behalf of the U.S. Department of Education, I am writing to ask for your participation in the final interview of the Baccalaureate and Beyond longitudinal study (B&B). Because the results from this study will help develop policy related to participation in higher education, your experiences and opinions will help decide how our future tax dollars are spent. If you complete the survey, you may choose to receive a $20 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 Internet Web site, log on to **https://surveys.nces.ed.gov/b&b** . 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 for your continued commitment to this important study.

Sincerely,

Jennifer Wine, Ph.D.
Project Director

Refusal conversion letter—Confidentiality concerns

<<Date>>

Study ID «caseid»

«fname» «mname» «lname» «suffix»   FS37/«Addr_ID»
«addr1»
«addr2»
«city», «state» «zip» «zip4»

Dear «p_fname» «p_lname»:

On behalf of the U.S. Department of Education, I am writing to ask for your participation in the final interview of the Baccalaureate and Beyond Longitudinal Study (B&B). If you complete the survey, you may choose to receive a $20 check as a token of our appreciation for the time you took to complete the survey.

I certainly understand your concerns about the confidentiality of the answers you provide. The B&B study's confidentiality procedures are regularly reviewed by both the federal government and by the RTI Office of Research Protection and Ethics. Be assured that your answers will be kept confidential and protected to the fullest extent allowable under law.

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 Internet Web site, log on to **https://surveys.nces.ed.gov/b&b** . You will need the Study ID and password provided below to access the Web interview.

Study ID   = «caseid»
Password   = «password»

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 for your continued commitment to this important study.

Sincerely,

Jennifer Wine, Ph.D.
Project Director

Refusal conversion letter-Gatekeeper

December 20, 2005

Study ID: «caseid»

«cfname» «cmname» «clname» «csuffix1»   FS38/«caddr_ID»
«caddr1»«caddr2»«ccity», «cstate» «czip»«czip4»

Over the last 10 years, «spfname» «splname» has been one of almost 12,000 bachelor's degree recipients to participate in the Baccalaureate and Beyond longitudinal study (B&B) being conducted for the U.S. Department of Education. We are now attempting to contact «spfname» to complete the fourth and <u>final</u> interview. If «pronoun1» completes the survey, «pronoun1» may choose to **receive a $20 check as a token of our appreciation** for the time «pronoun1» took to complete the survey.

When we last spoke with «spfname», «pronoun1» listed you as someone who would always know how to get in touch with «pronoun2». **Please call 1-800-334-2321** and refer to **Study ID# «caseid»** to help us verify, update or correct the contact information that we have for «spfname» «splname».

Be assured that all information collected 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.

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

Sincerely,

Jennifer Wine, Ph.D.
Project Director

Appendix B
Technical Review Panel Members

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Appendix C
Final Set of Data Elements
Used in B&B:93/03 Questionnaire

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Table C-1   Final set of data elements used in B&B:93/03 questionnaire

Element number	Data Element
I.	**BACKGROUND**
I.A.	**DEMOGRAPHICS**
I.A.1.	(Only if previously non-citizen) Current citizenship status
I.A.2.	Disability status
I.A.2.1.	Mobility disability
I.A.2.2.	Sensory disability
I.A.2.3.	Other disability
II.	**EDUCATION**
II.A. P	**EDUCATION:** GRADUATE PROGRAMS
	(INFORMATION WILL BE COLLECTED FOR EACH PROGRAM ENROLLED IN. INFORMATION FOR THOSE WITH PRIOR GRADUATE EDUCATION EXPERIENCE WILL BE PRELOADED.)
II.A.1.	Type of degree program
II.A.2. *	Name, city, state of institution enrolled in
II.A.3.	Type of institution
II.A.4.	Reason(s) for selecting institution
II.A.5.	Reason(s) for selecting program
II.A.6.	When began program, when stopped program
II.A.7.	Whether enrollment was continuous
II.A.8.	Intensity of attendance
II.A.9.	Usual time of attendance
II.A.10.	Whether program completed and degree conferred
II.A.10.1.	(If not completed but not currently enrolled) Reason(s) for leaving
II.A.10.2.	Whether completion planned
II.A.10.3.	If planned, when completion planned
II.A.11. *	(If degree program is MA, MS, or PHD) Major field of study
II.A.12.	Receipt of aid and other sources of support: which types
II.A.13.	Satisfaction with various aspects of program
II.A.14.	(If never enrolled in graduate program) Whether ever took any graduate admissions exams
II.A.15.	(If never enrolled in graduate program) Whether ever applied
II.A.16.	Which state/professional licensing exams taken/passed
II.B.	**OTHER POST-BACCALAUREATE EDUCATION**
II.B.1.	Since 1997, number of undergraduate degree programs enrolled in and completed, number of licenses attempted and completed, and number of certifications attempted and completed, (For most recent occurrence of each since 1997, ask items II.B.1.1. through II.B.1.14.)
II.B.1.1.	What type of diploma or degree program
II.B.1.2.	Whether for work-related reasons, for personal interest, or both
II.B.1.3.	Whether to get or keep a state, industry, or company certificate or license
II.B.1.4.	(If yes), whether a test or examination is/was also needed for the certificate or license
II.B.1.5.	Month and year of first enrollment in the program
II.B.1.6.	Month and year of last enrollment in the program
II.B.1.7.	Enrollment intensity (full-time, part-time, or mixed)

See notes at end of table.

Table C-1	Final set of data elements used in B&B:93/03 questionnaire—Continued
Element number	**Data Element**
II.B.1.8.	Enrollment continuity (continuous or not)
II.B.1.9.	Whether completed diploma or degree program
II.B.1.10.	Type of school, business, or organization that taught the program
II.B.1.11.	Whether required by employer
II.B.1.12.	Whether employer paid for any part of tuition, fees, books or other materials
II.B.1.13.	Whether respondent paid for any part of tuition, fees, books or other materials
II.B.1.14.	Whether employer supported with time off with pay
II.B.2.	Whether enrolled in any other formal courses in the past 12 months for work-related reasons
II.B.2.1.	Type(s) of school, organization, or business that taught (any of) the course(s)
II.B.2.2.	Whether college credit earned for (any of) the course(s)
II.B.2.3.	Whether Continuing Education Units (CEUs) earned for (any of) the course(s)
II.B.2.4.	Whether employer paid for any part of tuition, fees, books or other materials for (any of) the course(s)
II.B.2.5.	Whether employer supported with time off with pay for (any of) the course(s)
II.B.2.6.	Specific reason(s) for taking
II.B.3.	Whether enrolled in any other formal courses in the past 12 months for personal interest
II.B.3.1.	Type(s) of school, organization, or business that taught (any of) the course(s)
II.B.3.2.	Whether college credit earned for (any of) the course(s)
II.B.3.3.	Whether Continuing Education Units (CEUs) earned for (any of) the course(s)
II.C.	**EDUCATION: EXPECTATIONS AND ATTITUDES**
II.C.1.	Highest level degree ever expect to attain
II.C.2.	What aspect(s) of undergraduate education stand out as influential or important (instruction received, major, extracurricular activities, etc.)
II.C.3.	How would respondent evaluate undergraduate education with respect to relationship to work, preparation for life, price, social contacts, health, financial security, overall happiness
III.	**EMPLOYMENT**
III.A.	**EMPLOYMENT: JOB SEEKING ACTIVITIES**
III.A.1.	(questions III.A.1.-III.A.1.2. to be asked only if completed graduate degree since last interview, for most recent degree completed) Whether respondent looked for new job after completing most recent degree
III.A.1.1.	Whether looked for job related to degree just earned
III.A.1.2.	Outcome of search (job in selected field)
III.A.2.	Whether currently looking for a job
III.A.2.1.	If yes, reason(s) for seeking job
III.B. [P]	**EMPLOYMENT: LABOR MARKET STATUS HISTORY**
III.B.1.	Time spent not working
III.B.1.1.	Since 1997, number of times unemployed; whether ever collected unemployment compensation; length of most recent unemployment spell.
III.B.1.2.	Since 1997, number of times out of the labor force; length of most recent OLF spell; reason for most recent OLF spell.
III.B.2.	Since 1997, whether ever employed less than full time
III.B.2.1.	If yes, reason(s) why
III.B.2.2.	How long

See notes at end of table.

Element number	Data Element
Table C-1	Final set of data elements used in B&B:93/03 questionnaire—Continued
III.B.3.	(If any children) Whether took any paid or unpaid leave from employer for birth/adoption/child care/medical care
III.B.3.1.	If yes, how long total
III.B.4.	(If any children) Whether ever worked reduced hours for/after birth/adoption/child care/medical care
III.B.4.1.	If so, for how long worked reduced hours
III.B.5.	How many different employers had since 1997
III.B.6.	How many different jobs held since 1997
III.B.7.	Status as of April 2003
III.B.7.1.	If employed, how many jobs
III.B.7.2.	If unemployed, whether received unemployment compensation
III.C.	**EMPLOYMENT: JOB-RELATED INFORMATION FOR FEBRUARY 2003 AND CURRENT OR MOST RECENT JOB (If more than one job, information for primary employer)**
	All information for current or most recent job; selected information for February job.
III.C.1.	Employment information
III.C.1.1.	ZIP code of place of employment
III.C.1.1.a. *	Industry
III.C.1.1.b. *	Occupation/job title
III.C.1.1.c. *	Job duties/responsibilities
III.C.1.1.d.	Employer type
III.C.1.1.e.	How long been in this job (with these duties)
III.C.1.1.f	How long been at this employer
III.C.1.2.	Average number of hours worked per week
III.C.1.3.	Hourly/weekly/monthly/annual wages/salary
III.C.1.5.	Whether telecommuting is available for respondent's job
III.C.1.6.	Whether flexible scheduling is available for respondent's job
III.C.1.7.	Type of place (at an office, telecommuting from home or other location, in the field or at a job site, etc.) where most work hours spent each week
III.C.1.8.	Job satisfaction with various aspects of the job
III.C.1.9.	Existence of various benefits
III.C.2.	Information about those not currently employed
III.C.2.1.	When employment ended
III.C.2.2. *	Reason(s) for not working
III.C.3.	(Only if employed part time) Reason for part-time employment
III.C.4.	(Only if currently enrolled) Relationship between job and school
III.C.4.1.	Whether job associated with educational program
III.C.4.2.	Primary status (student/employee)
III.D.	**EMPLOYMENT, CAREER**
III.D.1.	Whether consider current job part of a career that you're pursuing
III.D.2.	If yes, how long consider to have been in that career
III.D.3.	Whether consider self to have had more than one career since bachelor's completion

See notes at end of table.

Table C-1	Final set of data elements used in B&B:93/03 questionnaire—Continued
Element number	**Data Element**
III.D.4.	If yes, reason(s) for changing
III.D.5.	Whether respondent expects to be doing same type of work in 3 years
IV.	**TEACHERS**
IV.A. **P**	**TEACHERS: FILTER TO DETERMINE WHETHER R SHOULD COMPLETE THIS SECTION**
	(THOSE IDENTIFIED AS HAVING TAUGHT IN B&B:93/94 OR B&B:93/97, OR WHOSE TRANSCRIPTS INDICATED TEACHER TRAINING, WILL BE SKIPPED TO IV.B.)
IV.A.1.	Whether worked as teacher
IV.A.2.	Whether trained as teacher
IV.A.3.	Whether considering teaching
	(IF NO TO ALL, SKIP TO SECTION V)
IV.B. **P**	**TEACHERS: CERTIFICATION-LICENSURE STATUS**
IV.B.1.	(Only of those we know weren't certified at the probationary level or higher as of last interview) Ever certified or licensed to teach in at least one state
IV.B.1.1.	Highest level at which R has ever been certified
IV.B.1.2.	(Ask only if a) R ever held certificate at probationary level or higher and b) R was not certified as of last interview or date of R's first certification is missing from previous interviews) When first became certified to teach at probationary level or higher
IV.B.1.3. *	Field(s) in which certified at probationary level or higher
IV.B.2.	Currently certified or licensed to teach in at least one state?
	(IF NOT CERTIFIED OR LICENSED TO TEACH, SKIP TO IV.B.3)
IV.B.2.1.	Kind(s) of certificate or license currently held
IV.B.2.2.	Field(s) in which currently certified at probationary level or higher
IV.B.2.3.	Certification or license issued by which state(s)
IV.B.3.	(If first taught, trained, certified, or identified as having considered teaching since B&B:93/97 or if never taught as of B&B:93/97) Entry into teaching
IV.B.3.1.	Whether applied for a teaching job
IV.B.3.2. *	If never applied, reason(s) why not
IV.B.3.3.	Whether received offers for teaching positions
IV.B.3.4. *	If offered position but did not accept, reason(s) why not
IV.B.4.	(If newly certified) Dates employed as a school teacher at any level full- or part-time prior to completing certification requirements (including substitute teaching, not including student teaching)
IV.C. **P**	**TEACHERS: TEACHING EXPERIENCE SINCE LAST INTERVIEW**
	(ASK IV.C.1-IV.C.2 FOR EACH TEACHING JOB HELD SINCE LAST INTERVIEW)
IV.C.1.	Number of schools at which taught since last interview
IV.C.1.1. *	Name of school, city, state, zip code
IV.C.1.2.	Type of school in which employed
IV.C.1.3. *	Start/end date for each teaching job
IV.C.1.4.	Whether worked for two or more districts since began teaching
IV.C.1.5.	(If first teaching job occurred since last interview) Participation in teacher induction program during first job

See notes at end of table.

Table C-1   Final set of data elements used in B&B:93/03 questionnaire—Continued

Element number		Data Element
IV.C.1.6.		(If first teaching job occurred since last interview) Level of agreement/ disagreement with statements describing the first school's effectiveness in assisting new teachers in various aspects of work
		(ASK IV.C.2. - IV.C.11. FOR CURRENT OR MOST RECENT TEACHING JOB and FIRST TEACHING JOB (IF OCCURRED SINCE LAST INTERVIEW)
IV.C.2.	*	Main field in which taught (code as IV.B.1.3)
IV.C.3.	*	Other field(s) in which taught (code as IV.B.1.3)
IV.C.4.	*	Grade(s) taught most (code as IV.B.1.3)
IV.C.5.	*	Grades/field teaching but not adequately prepared (code as IV.B.1.3)
IV.C.6.		Teaching full- or part-time
IV.C.7.		Contract arrangement/type of teacher
IV.C.8.		Number of months under teaching contract
IV.C.9.		Academic year base salary
IV.C.10.		Other income from teaching in this district
IV.C.11.		Other income
IV.D.		**PERCEPTIONS AND ATTITUDES TOWARD TEACHING**
IV.D.1.		Willingness to become a teacher again
IV.D.2.		Plans to continue/return to teaching next year
IV.D.3.		How long plan to be in teaching
IV.D.4.		Any plans to move into non-teaching job (administration, counseling, etc.) in education (IF CURRENTLY TEACHING OR INTEND TO CONTINUE, SKIP TO SECTION V)
IV.D.5.	*	If left/planning to leave teaching since last interview, reason(s) why
IV.D.6.		Factors that make you want to stay in teaching
IV.D.7.		Factors that make you want to leave teaching
V .		**FINANCES and DEBT**
V.A.		**INCOME (For calendar year 2002)**
V.A.1.		Annual personal income earned through employment
V.A.2.		Annual income earned by spouse/partner through employment
V.A.3.		Other non-wage income of respondent or spouse/partner
V.A.4.		Participation in various types of regular savings activities in the last year
V.A.4.1.		If saving for child's education, what vehicles used
V.B.	**P**	**DEBT AND OWNERSHIP**
V.B.1.		Student debt
V.B.1.1.		(Only if missing) Total amount borrowed for undergraduate education
V.B.1.2.		Amount borrowed for graduate (post baccalaureate) education from all sources
V.B.1.3.		Amount still owed
V.B.1.4.		Whether in any loan forgiveness program
V.B.1.5.		If completely repaid, when finished
V.B.1.6.		If in repayment on any loans
V.B.1.6.a.		When payments started
V.B.1.6.b.		Type of repayment plan
V.B.1.6.c.		Whether claiming student loan interest deduction
V.B.1.7.		Total of all monthly education loan payments

See notes at end of table.

Element number	Data Element
Table C-1	**Final set of data elements used in B&B:93/03 questionnaire—Continued**
V.B.1.8.	(If any graduate debt) Whether high level of indebtedness affected choice of position, specialization, or geographic location
V.B.2.	Spouse/partner's debts
V.B.2.1.	Total educational loan amount borrowed by spouse/partner
V.B.2.2.	Total balance remaining educational loans for spouse/partner
V.B.2.3.	Payback status for educational loans for spouse/partner
V.B.2.4.	If in repayment, total amount paying per month
V.B.3.	Amount of monthly mortgage/rent, if any
V.B.4.	Amount of monthly payment for car or other vehicle, if any
V.B.5.	Whether carry a balance on credit cards
V.B.5.1.	If so, Monthly payment
V.B.6.	Whether ever used lifelong learning tax credit
VI .	**FAMILY FORMATION AND CIVIC PARTICIPATION**
VI.A. [P]	**HOUSEHOLD COMPOSITION**
VI.A.1.	Marital status
VI.A.2.	Number of child and adult dependents in various age groups
VI.A.3.	Total number of dependents claimed when filing income taxes
VI.A.4.	Household composition in April 2003
VI.A.5.1.	Number and relationship to respondent of household members
VI.A.5.2.	(If children under 18) Hours per week of non-parental child care
VI.A.6.	Spouse/partner's education level
VI.A.7.	Spouse/partner's current enrollment status
VI.A.8.	Spouse/partner's current employment status
VI.A.9.	Number of individuals for whom have financial responsibilities (e.g. spouse, children, parents, other family members, or others)
VI.A.10.	Number of individuals for whom have caretaker or other time-commitment responsibilities (e.g. children, elderly people, family members, others)
VI.B.	**CIVIC ACTIVITIES/POLITICAL PARTICIPATION**
VI.B.1.	Whether done any volunteer work (not court-ordered) in the last 12 months
VI.B.1.1.	Average hours per month
VI.B.2.	Voting in elections
VI.B.3.	Other political activities last 2 years
VI.C.	**ATTITUDES AND OPINIONS**
	How satisfied respondent is with educational attainment, employment, family life, personal life
	Overall, to what extent respondent feels that s/he is on track with goals for life

[*]Interviewer will code verbatim responses on-line during the interview.

[P]Data elements will be preloaded and updated as appropriate.

Appendix D
Facsimiles of B&B:93/03
Interview and Previous Interviews

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Appendix D
Facsimiles of B&B:93/03
Interview and Previous Interviews

NPSAS:93

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SECTION A: SCHOOL ENROLLMENT

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Checks
Timestamp	TV01 :319/ 17 : 8 CV01 :319/ 25 : 5	cumulative time cumulative question count				
A001	A001 :335/ 25 : 1	Between <u>May 1, 1992 and June 30, 1993</u>, were you enrolled at SAMPLE SCHOOL in at least one course for credit?	1 = YES 2 = NO	1 = SKIP TO A005 2 = CONTINUE TO A002	P	
A002	A002 :335/ 26 : 1	Between <u>May 1, 1992 and June 30, 1993</u>, were you enrolled at SAMPLE SCHOOL in a program for a degree or formal award?	1=YES 2=NO	1 = SKIP TO A005 2 = CONTINUE TO A003	P	
A003	A003 :335/ 27 : 1	Between <u>May 1, 1992 and June 30, 1993</u>, were you enrolled at SAMPLE SCHOOL in a program for a specific occupation?	1=YES 2=NO	1 = SKIP TO A005 2 = CONTINUE TO AA03 <u>IF</u> THE SCHOOL IS A 4-YEAR INSTITUTION (**SLVL=1**); OTHERWISE, 2=SKIP TO A004	P	
AA03	AA03 :335/ 28 : 1	Did you receive a bachelor degree from SAMPLE SCHOOL at anytime between July 1, 1992 and June 30, 1993?	1=YES 2=NO	1 = SKIP TO A005 2 = CONTINUE TO A004	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Checks
A004	A004 :335/ 29 : 1	Based on the information you have just provided, it appears that you may not be eligible for this survey. After checking with my supervisor, I may need to call you back. Thank you for your time.	1=CODE AS INELIGIBLE 2=WRONG PERSON TRACED/WRONG PHONE NUMBER 3=OTHER SITUATIONS	GO TO DISPOSITION SCREEN, CODE AS INELIGIBLE OR OTHER FINAL CODE		
INSTRUCTION BOX A05A				IF **ZA0** □ " " (blank), THEN STORE ZA0 IN SAGE AND SKIP TO A006; OTHERWISE, CONTINUE TO A005		
A005	A005 :335/ 30 : 3	How old are you? NOTE: BASED ON THE RESPONDENT'S AGE SOME OF THE QUESTIONS MAY NOT BE POSTED, THUS SHORTENING THE LENGTH OF THE INTERVIEW. INTERVIEWER: THIS IS A CRITICAL PIECE OF INFORMATION.	10-90 D,R	STORE VALUE OF A005 IN SAGE		

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Checks
A006	A006 :335/ 33 : 1	The first questions are about your high school education. Did you receive...	1 = a high school diploma 2 = a diploma through the GED or other equivalency program 3 = a certificate of high school completion, or 4 = did you not complete high school or high school equivalent? D, R	1, 2, OR 3 = SKIP TO A008 4,D,R=CONTINUE TO A007 <u>UNLESS</u> STUDENT IS ∃ 21 YEARS (**SAGE ∃ 21**); IF STUDENT IS ∃ 21 (**SAGE ∃ 21**), SKIP TO A010.	P	SAGE = COMPUTED AGE BASED ON CADE
A007	A007 :335/ 34 : 1	Are you currently in high school?	YES = 1 NO = 2 D,R	1 = RETURN TO A004 2,D,R = CONTINUE	P	
A008	A008 :335/ 35 : 2	In what year did you receive your high school diploma or certificate?	10-19 20-93 D, R		P	
AJ08	AJ08 :335/ 37 : 1	INTERVIEWER: PLEASE VERIFY THAT THE RESPONDENT RECEIVED THEIR HIGH SCHOOL DIPLOMA OR CERTIFICATE IN 19[A008].	1=YES, THAT'S CORRECT 2=NO, IT IS NOT			ASK ONLY IF A008=10-19
A009	A009 :335/ 38 : 1	Did you graduate from a public or private high school? [PROBE IF PRIVATE: Was it a Catholic, other religious, or non-religious private high school?]	1 = PUBLIC 2 = CATHOLIC 3 = PRIVATE, OTHER RELIGIOUS 4 = PRIVATE, OTHER NON-RELIGIOUS D, R		P	

Appendix D: Facsimiles of B&B:93/03 Interview and Previous Interviews

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Checks
Timestamp	TV02 :319/ 30 : 8 CV02 :319/ 38 : 5	cumulative time cumulative question count				
AJ10	AJ10 :335/ 39 : 1	Next, I need to get some information on the admissions tests you have taken. INTERVIEWER: PLEASE ENTER THE RESPONSES IN THE USEREXIT.	1=ENTER THE USEREXIT			
A010	AL10 :335/ 40 : 1 (preload applied flag) A110 :335/ 41 : 1 (ACT taken) A310 :335/ 42 : 1 (SAT taken) A510 :335/ 43 : 1 (other test taken) A610 :335/ 44 :50 (other test specify) A210 :336/ 14 : 2 (ACT score) A410 :336/ 16 : 4 (SAT combined score) A710 :336/ 20 : 3 (other test score)	Now I'm interested in your undergraduate admissions test scores. Have you ever taken... ... the ACT? ... the SAT? ... any other undergraduate admissions test (Only nationally recognized tests, not individual institute tests) (SPECIFY:) IF YES FOR ACT, SAT, AND/OR OTHER TEST: And what was your total or composite score?	YES = 1 NO = 2 D, R ACT SCORE: (1 - 36) SAT SCORE: (400 - 1600) OTHER SCORE: (1 - 990)	IF **ZA4**□'' '' (blank) THEN COPY **ZA2 AND ZA4** TO CATI RECORD, AND DO NOT DISPLAY A010 IN CATI; IF **ZA8**□'' '' (blank) THEN COPY **ZA6 AND ZA8** TO CATI RECORD, AND DO NOT DISPLAY A010 IN CATI	SI	ZA2: IF = 1 CADE ACT AVAILABLE; ZA4 = CADE ACT SCORE; ZA6: IF = 1 CADE SAT AVAILABLE ZA8 = CADE SAT SCORE

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Checks
Timestamp	TV03 :319/ 43 : 8 CV03 :319/ 51 : 5	cumulative time cumulative question count				
AX11	AX11 :336/ 62 : 2	Please tell me the month and year that you first <u>enrolled</u> in a course offered by a postsecondary institution. ENTER MONTH:	1=JANUARY 2=FEBRUARY 3=MARCH 4=APRIL 5=MAY 6=JUNE 7=JULY 8=AUGUST 9=SEPTEMBER 10=OCTOBER 11=NOVEMBER 12=DECEMBER D, R		P	
A111	A111 :336/ 64 : 2	ENTER YEAR:	10 - 93 D, R	IF MONTH AND YEAR ARE PRIOR TO JUNE OF YEAR GIVEN IN A008 ASK AX12; IF A008=D OR R, THEN ASK AX12 OTHERWISE, SKIP TO AXX9	P	**Consistency Check for B&B students only:** Year cannot be > 1990.

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Checks
AG11	AG11 :336/ 66 : 1	INTERVIEWER: THE RESPONDENT IS A B&B STUDENT BUT INDICATED THAT THEY ENROLLED IN A POST-SECONDARY INSTITUTION AFTER 1990. PLEASE VERIFY.	1=YES, THAT'S CORRECT 2=NO, THAT'S INCORRECT			
AX12	AX12 :336/ 67 : 1	Was this was when you were still enrolled in high school?	1=YES 2=NO	2 = SKIP TO AXX9	P	
AJ12	AJ12 :336/ 68 : 2	When were you first enrolled <u>after</u> high school? ENTER MONTH:	1=JANUARY 2=FEBRUARY 3=MARCH 4=APRIL 5=MAY 6=JUNE 7=JULY 8=AUGUST 9=SEPTEMBER 10=OCTOBER 11=NOVEMBER 12=DECEMBER 97=WAS NEVER ENROLLED AFTER HIGH SCHOOL D, R	97=RETURN TO A004	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Checks
AK12	AK12 :336/ 70 : 2	ENTER YEAR:	19<10-93> D, R		P	
AXX9	AXX9 :336/ 72 : 2	Please tell me the month and year <u>after</u> high school that you first <u>completed</u> a course offered by a postsecondary institution. ENTER MONTH:	1=JANUARY 2=FEBRUARY 3=MARCH 4=APRIL 5=MAY 6=JUNE 7=JULY 8=AUGUST 9=SEPTEMBER 10=OCTOBER 11=NOVEMBER 12=DECEMBER 97=NEVER COMPLETED A COURSE AFTER HIGH SCHOOL D, R	97=SKIP TO A012	P	
A1X9	A1X9 :336/ 74 : 2	ENTER YEAR:	10-93 D, R		P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Checks
A012	A012 :336/ 76 : 1	Did you transfer to SAMPLE SCHOOL for or during the 1992-93 school year?	1=YES 2=NO D, R		P	
A013	A013 :336/ 77 : 1	What is your major or program of study? INTERVIEWER: PLEASE ENTER THE MAJOR AND SELECT THE APPROPRIATE CODE IN THE USEREXIT	1=SPECIFY MAJOR OR PROGRAM OF STUDY D,R		P	IF DOUBLE MAJOR, ENTER BOTH MAJORS SEPARATED BY THE '&' SYMBOL; SELECT FIRST MAJOR FOR CODING
Timestamp	TV04 :319/ 56 : 8 CV04 :319/ 64 : 5	cumulative time cumulative question count				
	A13s :336/ 78 : 1 A13a :336/ 79 : 3 A13b :337/ 2 :70 A13z :337/ 72 :50	userexit status code CIP field of study coding verbatim text standard text from the coding dictionary				

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Checks
Timestamp	TV05 :319/ 69 : 8 CV05 :319/ 77 : 5	cumulative time cumulative question count				
INSTRUCTION BOX FOR DATA DICTIONARY			FOR QUESTIONS AX13 THROUGH A020, ALL SKIP PATTERNS ARE NOTED IN THE FLOWCHART IN APPENDIX A. THE FLOWCHART ONLY CONTAINS SKIPS THAT ARE A RESULT OF A QUESTION BEING ASKED IN CATI. ALL SKIPS THAT REFER TO PRELOAD VARIABLES ARE IN THE SKIP PATTERN COLUMN OF THE DATA DICTIONARY, AND NOT IN THE FLOWCHART.			
AX13	AX13 :338/ 42 : 2	During the <u>first</u> term you attended SAMPLE SCHOOL in the 1992-1993 school year, what was your level in school?	1=1ST YEAR/FRESHMAN 2=2ND YEAR/SOPHOMORE 3=3RD YEAR/JUNIOR 4=4TH YEAR/SENIOR 5=5TH YEAR OR HIGHER/ UNDERGRADUATE 6=MASTER'S 7=DOCTORAL 8=FIRST PROFESSIONAL (CHIROPRACTIC, DENTISTRY, LAW, MEDICINE, VETERINARY MEDICINE, OPTOMETRY, OSTEOPATHY, PHARMACY, PODIATRY, THEOLOGY) 91=OTHER UNDERGRADUATE PROGRAM 92=OTHER GRADUATE PROGRAM D, R	IF **ZA10 = 1 - 5** THEN COPY ZA10 TO CATI RECORD; DO NOT DISPLAY AX13 IN CATI, AND SKIP TO A014.	SI	IF ZA10 = 1 - 5, CADE INDICATES STUDENT WAS FRESHMAN - 5TH YEAR UNDERGRAD.

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Checks
AJ13	AJ13 :338/ 44 :50	ENTER OTHER UNDERGRADUATE PROGRAM	RECORD VERBATIM RESPONSE		P	
AK13	AK13 :339/ 14 :50	ENTER OTHER GRADUATE PROGRAM	RECORD VERBATIM RESPONSE		P	
A014	A014 :339/ 64 : 2	During the last term you attended SAMPLE SCHOOL in the 1992-1993 school year, what was your level in school?	1=1ST YEAR/FRESHMAN 2=2ND YEAR/SOPHOMORE 3=3RD YEAR/JUNIOR 4=4TH YEAR/SENIOR 5=5TH YEAR OR HIGHER/ UNDERGRADUATE 6=MASTER'S 7=DOCTORAL 8=FIRST PROFESSIONAL (CHIROPRACTIC, DENTISTRY, LAW, MEDICINE, VETERINARY MEDICINE, OPTOMETRY, OSTEOPATHY, PHARMACY, PODIATRY, THEOLOGY) 91=OTHER UNDERGRADUATE PROGRAM 92=OTHER GRADUATE PROGRAM D, R	IF **ZA12 = 1 - 5**, THEN COPY ZA12 TO CATI RECORD; DO NOT DISPLAY A014 IN CATI, AND SKIP TO A015.	SI	IF ZA12 = 1 - 5 CADE INDICATES STUDENT WAS FRESHMAN - 5TH YEAR UNDERGRAD.
AJ14	AJ14 :339/ 66 :50	ENTER OTHER UNDERGRADUATE PROGRAM	RECORD VERBATIM RESPONSE		P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Checks
AK14	AK14 :340/ 36 :50	ENTER OTHER GRADUATE PROGRAM	RECORD VERBATIM RESPONSE		P	
A14A	AM14 :341/ 6 :20 (fill variable) A14A :341/ 26 : 2	In what year did you begin your (INSERT MASTERS/DOCTORAL/1ST PROFESSIONAL/OTHER GRADUATE) program? ENTER YEAR	50 - 93 D, R		P	
A015	A015 :341/ 28 : 2	Toward which degree or other award were the courses you took at SAMPLE SCHOOL leading?	1=CERTIFICATE/LICENSE 2=ASSOCIATE'S DEGREE 3=BACHELOR'S DEGREE 4=POST-BACCALAUREATE CERTIFICATE 5=MASTER'S DEGREE 6=DOCTORAL DEGREE 7=FIRST PROFESSIONAL DEGREE (CHIROPRACTIC, DENTISTRY, MEDICINE, VETERINARY MEDICINE, OPTOMETRY, OSTEOPATHY, PHARMACY, PODIATRY, LAW, THEOLOGY) 8=COURSES NOT LEADING TO DEGREE, CERTIFICATE, OR OTHER FORMAL AWARD 91=OTHER UNDERGRADUATE PROGRAM 92=OTHER GRADUATE PROGRAM D, R		P	
AJ15	AJ15 :341/ 30 :50	ENTER OTHER UNDERGRADUATE PROGRAM	RECORD VERBATIM RESPONSE		P	

D-15

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Checks
AK15	AK15 :341/ 80 :50	ENTER OTHER GRADUATE PROGRAM	RECORD VERBATIM RESPONSE		P	
A215	A215 :343/ 25 : 2	When did you complete the requirements for the <u>Bachelor's degree</u>? ENTER MONTH:	1=JANUARY 2=FEBRUARY 3=MARCH 4=APRIL 5=MAY 6=JUNE 7=JULY 8=AUGUST 9=SEPTEMBER 10=OCTOBER 11=NOVEMBER 12=DECEMBER 97=HAVE NOT RECEIVED DEGREE D, R		P	
A315	A315 :343/ 27 : 2	ENTER YEAR:	19<50 - 93> D, R.		P	CANNOT BE EARLIER THAN YEAR GIVEN IN A111.

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Checks
AG15	AG15 :343/ 29 : 1	INTERVIEWER: THERE IS AN INCONSISTENCY IN THE DATA. THE RESPONDENT ENROLLED IN A POST-SECONDARY INSTITUTION IN [A111] BUT COMPLETED THE REQUIREMENTS FOR THE BACHELOR'S DEGREE IN [A315]. PLEASE VERIFY.	1=YES, THAT'S CORRECT 2=NO, THAT'S INCORRECT			
A016	A515 :342/ 50 :50 (fill variable) A016 :343/ 20 : 1	Have you completed this (INSERT A015 DEGREE)?	YES = 1 NO = 2 D, R		P	

D-18

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Checks
AX16	AX16 :344/ 6 : 4	What was your <u>cumulative</u> grade point average (GPA) at SAMPLE SCHOOL? ENTER THE GPA INCLUDING THE DECIMAL POINT IF NOT APPLICABLE, ENTER N IF DON'T KNOW, USE FUNCTION KEY F3 (OR ENTER D) IF REFUSED, USE FUNCTION KEY F4 (OR ENTER R)	( ) 4 columns D, R, N		P	
AX99 (#1); AX98 (#2); AX97 (#3); AX96 (#4)	AX99 :344/ 10 : 1 AX98 :344/ 11 : 1 AX97 :344/ 12 : 1 AX96 :344/ 13 :10	What would you estimate your cumulative GPA to be?	(1) 01=Less than 1.00 02=At least 1.00 but less than 2.00 03=At least 2.00 but less than 3.00 04=At least 3.00 but less than 4.00 05=Or between 4.00 and 5.00? (2) 01=Less than 2.00 02=At least 2.00 but less than 4.00 03=At least 4.00 but less than 6.00 04=At least 6.00 but less than 8.00 05=At least 8.00 but less than 10.00 06=Or 10.00? (3) 01=Less than 25.0 02=At least 25.0 but less than 50.0 03=At least 50.0 but less than 75.0 04=At least 75.0 but less than 100 05=Or 100.0? (4) OTHER (SPECIFY:)	IF **ZA13 = 1** THEN DISPLAY CATI SCREEN AX99; IF **ZA13 = 2** THEN DISPLAY CATI SCREEN AX98; IF **ZA13 = 3** THEN DISPLAY CATI SCREEN AX97; IF **ZA13 = 4** THEN DISPLAY CATI SCREEN AX96	P	IF ZA13 = 1 CADE INDICATES GPA RANGE = 4.0 OR 1-5; IF ZA13 = 2 CADE INDICATES GPA RANGE = 1-10; IF ZA13 = 3 CADE INDICATES GPA RANGE = 1-100; IF ZA13 = 4 CADE INDICATES GPA RANGE ="OTHER"

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Checks
INSTRUCTION BOX FOR DATA DICTIONARY			ALL OF THE B&B DETERMINATION LOGIC IS IN THE FLOWCHART IN APPENDIX B.			
A615	A615 :344/ 23 : 1	INTERVIEWER: THIS IS A CRITICAL QUESTION VERIFICATION. IF THE DATE IS CORRECT, THE <u>B&B</u> STATUS (AND POSSIBLY PARENT SAMPLE STATUS) <u>WILL</u> CHANGE. Let me verify your response. You mentioned that you completed your Bachelor's degree in [A215]/[A315]. Is that correct?	1=YES, THAT'S CORRECT 2=NO, THAT'S WRONG			
A715	A715 :344/ 24 : 1	INTERVIEWER: THIS IS A CRITICAL QUESTION VERIFICATION. IF THE DATE IS CORRECT, THE <u>B&B</u> STATUS (AND POSSIBLY PARENT SAMPLE STATUS) <u>WILL</u> CHANGE. Let me verify your response. You mentioned that you have <u>not</u> completed the requirements for your bachelor's degree. Is that correct?	1=YES, THAT'S CORRECT 2=NO, THAT'S WRONG			

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Checks
AX17	AX17 :344/ 26 : 4	What was your GPA for your <u>major</u> at SAMPLE SCHOOL? ENTER THE GPA INCLUDING THE DECIMAL POINT. IF NOT APPLICABLE, ENTER N IF DON'T KNOW, USE FUNCTION KEY F3 (OR ENTER D) IF REFUSED, USE FUNCTION KEY F4 (OR ENTER R)	( ) 4 columns D, R, N	B&B ONLY	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Checks
AX90 (#1); AX89 (#2); AX88 (#3); AX87 (#4)	AX90 :344/ 30 : 1 AX89 :344/ 31 : 1 AX88 :344/ 32 : 1 AX87 :344/ 33 :10	What would you estimate your major GPA to be?	(1) 01=Less than 1.00 02=At least 1.00 but less than 2.00 03=At least 2.00 but less than 3.00 04=At least 3.00 but less than 4.00 05=Or between 4.00 and 5.00? (2) 01=Less than 2.00 02=At least 2.00 but less than 4.00 03=At least 4.00 but less than 6.00 04=At least 6.00 but less than 8.00 05=At least 8.00 but less than 10.00 06=Or 10.00? (3) 01=Less than 25.0 02=At least 25.0 but less than 50.0 03=At least 50.0 but less than 75.0 04=At least 75.0 but less than 100 05=Or 100.0? (4) OTHER (SPECIFY:)	B&B ONLY IF **ZA13 = 1** THEN DISPLAY CATI SCREEN AX90; IF **ZA13 = 2** THEN DISPLAY CATI SCREEN AX89; IF **ZA13 = 3** THEN DISPLAY CATI SCREEN AX88; IF **ZA13 = 4** THEN DISPLAY CATI SCREEN AX87	P	IF ZA13 = 1 CADE INDICATES GPA RANGE = 4.0 OR 1-5; IF ZA13 = 2 CADE INDICATES GPA RANGE = 1-10; IF ZA13 = 3 CADE INDICATES GPA RANGE = 1-100; IF ZA13 = 4 CADE INDICATES GPA RANGE ="OTHER"

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Checks
A017	A017 :343/ 21 : 2	When were you awarded the (A015)? ENTER MONTH:	1=JANUARY 2=FEBRUARY 3=MARCH 4=APRIL 5=MAY 6=JUNE 7=JULY 8=AUGUST 9=SEPTEMBER 10=OCTOBER 11=NOVEMBER 12=DECEMBER 97=HAVE NOT RECEIVED DEGREE D, R		P	
A117	A117 :343/ 23 : 2	ENTER YEAR:	92 - 93		P	
AX18	AX18 :343/ 30 : 2	What was the main reason for not completing the requirements for your degree?	1 = CHANGED MAJOR 2 = PERSONAL OR FAMILY REASONS (FAMILY ILLNESS, DIFFICULTY WITH CHILD CARE ARRANGEMENTS, ETC.) 3 = DID NOT HAVE MONEY TO PAY FOR SCHOOL 4 = FINANCIAL AID WAS DENIED 5 = NEEDED TO WORK FULL TIME TO SUPPORT FAMILY/SELF 6 = WANTED A BREAK FROM SCHOOL 7 = WAS NOT DOING WELL IN SCHOOL 8 = DID NOT HAVE ENOUGH CREDITS 91 = OTHER REASON (PLEASE SPECIFY) D, R		P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Checks
AJ19	AJ18 :343/ 32 :50	ENTER OTHER REASON	RECORD VERBATIM RESPONSE		P	
A019	A019 :344/ 2 : 2	When do you expect to complete it? ENTER MONTH:	1=JANUARY 2=FEBRUARY 3=MARCH 4=APRIL 5=MAY 6=JUNE 7=JULY 8=AUGUST 9=SEPTEMBER 10=OCTOBER 11=NOVEMBER 12=DECEMBER 97=DO NOT EXPECT TO COMPLETE DEGREE D, R		P	
A119	A119 :344/ 4 : 2	ENTER YEAR:	93 - 99 D, R		P	
Timestamp	TV06 :320/ 2 : 8 CV06 :320/ 10 : 5	cumulative time cumulative question count				
A020	A020 :345/ 27 : 2	Other than your high school degree or certificate (INSERT and your {bachelor's degree if A215☐97,D,R} **and** {INSERT A015 degree if A016=1}), how many (other) degrees, licenses, or certifications have you earned? Please include certificates and licenses such as real estate licenses, pilot licenses, CPA certificates, etc.	0 1 - 19 D, R	0,D,R = SKIP TO AJ23	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Checks
AJ21	AJ21 :345/ 29 : 1	INTERVIEWER: PLEASE ENTER RESPONSES IN THE USEREXIT.	1=ENTER THE USEREXIT.			

A021, Part 1	(response codes)
	AL01 :345/ 30 : 3
	AL02 :345/ 33 : 3
	AL03 :345/ 36 : 3
	AL04 :345/ 39 : 3
	AL05 :345/ 42 : 3
	AL06 :345/ 45 : 3
	
	(year received)
	AY01 :345/ 48 : 2
	AY02 :345/ 50 : 2
	AY03 :345/ 52 : 2
	AY04 :345/ 54 : 2
	AY05 :345/ 56 : 2
	AY06 :345/ 58 : 2
	
	(updated value of A020)
	AA20 :345/ 60 : 2
		What other degree, license or certification have you earned? Please start with the <u>most recent</u>.
		
		(INTERVIEWER: ENTER UP TO SIX).
		
		FOR EACH DEGREE:
		
		In what year was this received?
			<u>UNDERGRADUATE</u>
			1=ASSOCIATE'S DEGREE
			2=BACHELOR'S DEGREE
			3=POST-BACCALAUREATE CERTIFICATE
			
			<u>GRADUATE/PROFESSIONAL</u>
			4=MASTER'S DEGREE
			5=DOCTORAL DEGREE
			 6=FIRST PROFESSIONAL DEGREE
			    (CHIROPRACTIC, DENTISTRY,
			    MEDICINE, VETERINARY MEDICINE,
			    OPTOMETRY, OSTEOPATHY,
			    PHARMACY, PODIATRY, LAW,
			    THEOLOGY)
					P	COLLECT UP TO 6
						
						(MOST RECENT)

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Checks
A021, Continued			OTHER CERTIFICATE/LICENSE 7=REAL ESTATE LICENSE 8=PILOT LICENSE 9=VEHICLE LICENSE (TAXI, TRUCK DRIVER, BUS) 10=MEDICAL/DENTAL TECHNICIAN CERTIFICATE 11=COMPUTER PROGRAMMER/SERVICE TECHNICIAN CERTIFICATE 12=MECHANIC'S LICENSE (AUTOMOBILE, MACHINERY) 13=MACHINE OPERATOR LICENSE 14=BEAUTICIAN LICENSE 15=CERTIFIED PUBLIC ACCOUNTANT 16=VETERINARY ASSISTANT CERTIFICATE 17=HAM RADIO OPERATOR LICENSE 18=DAYCARE CENTER OPERATOR LICENSE 19=FOOD SERVICE LICENSE 20=SCIENCE (LAB) TECHNICIAN CERTIFICATE 21=CONSTRUCTION LICENSE 22=PROTECTIVE SERVICES LICENSE OTHER: 23=OTHER DEGREE, LICENSE, OR CERTIFICATION 24=NON-DEGREE PROGRAM YEAR = 2 columns			
Timestamp	TV07 :320/ 15 : 8 CV07 :320/ 23 : 5	cumulative time cumulative question count				

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Checks
AJ23	AJ23 :345/ 80 : 1	Next I need to ask you about the dates of your enrollment in SAMPLE SCHOOL. Also, I will need information on any other postsecondary schools you attended other than SAMPLE SCHOOL. INTERVIEWER: PLEASE ENTER THE RESPONSES IN THE USEREXIT.	1=ENTER THE USEREXIT			

A023
 	
(PART OF AJ23_UXT)
	Flags for "attended other school":
	A123 :354/ 80 : 1
	  (1st other school)
	A223 :355/ 1 : 1
	  (2nd other school)
	A323 :355/ 2 : 1
	  (3rd other school)
		Did you attend any other postsecondary schools between July 1, 1992 and June 30, 1993 ?	YES = 1
			NO = 2
				IF A123=1, CONDUCT IPEDS CODING OF THE NEW SCHOOL. IF A SCHOOL IS NOT IPEDS CODEABLE, ASK A026	P	

A026, part 1 **(PART OF AJ23_UXT)**	Same as LEVEL variable for the school	[OTHER SCHOOL NAME from AJ23] is best described as:	1= A UNIVERSITY OR 4-YEAR COLLEGE 2=A 2- OR 3-YEAR JUNIOR COLLEGE, COMMUNITY COLLEGE, OR TECHNICAL/VOCATIONAL SCHOOL 3=A LESS THAN 2-YEAR VOCATIONAL, TECHNICAL, OR OCCUPATIONAL SCHOOL OR COLLEGE 4=SOME OTHER TYPE OF SCHOOL			

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So .	Range/Consistency Checks
A026, part 2 **(PART OF AJ23_UXT)**	Same as CONTROL variable for the school	[OTHER SCHOOL NAME from AJ23] is best described as:	1=A PUBLIC SCHOOL 2=A PRIVATE, NONPROFIT OR NOT-FOR-PROFIT SCHOOL 3=A PROPRIETARY OR PRIVATE, FOR-PROFIT SCHOOL			
A026, part 3 **(PART OF AJ23_UXT)**	Same as MEAL plan variable for the school	Does [OTHER SCHOOL NAME from AJ23] have a meal plan?	1=YES 2=NO			
A026, part 4 **(PART OF AJ23_UXT)**	Address info	Address of [OTHER SCHOOL NAME from AJ23]: STREET ADDRESS LINE 1 STREET ADDRESS LINE 2 CITY STATE ZIP	street address lines = 30 chars apiece city = 20 chars state = 2 chars zip = 5 chars			

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Checks
A030 (1.07) **(PART OF AJ23_UXT)**		FOR THE SAMPLE SCHOOL AND OTHER SCHOOLS ATTENDED: Please tell me (or confirm), since July 1, 1992, the dates for all terms (or enrollment periods) that you attended:	THE INTERVIEWER COLLECTS THE BEGINNING MONTH / BEGINNING YEAR AND ENDING MONTH/ENDING YEAR FOR <u>EACH</u> ENROLLMENT PERIOD AT <u>EACH</u> SCHOOL. **VALID RANGES FOR THE COLUMNS ARE AS FOLLOWS:** **(1) BEGINNING MONTH AND YEAR MUST FALL BETWEEN <u>MAY 1992</u> AND <u>JUNE 1993</u>** **(2) ENDING MONTH AND YEAR MUST FALL BETWEEN <u>MAY 1992</u> AND <u>DECEMBER 1994</u>**	IF <u>ANY</u> OF PRELOAD VARIABLES ZA14 - ZA37 HAVE A MM/YY VALUE, COPY THE VALUES TO THE CATI RECORD; DISPLAY A030 IN CATI <u>WITH</u> THE PRELOAD VALUES	SI	FOR THE FULL-SCALE 1993 STUDY, THE MAXIMUM NUMBER OF ENROLLMENT TERMS IS <u>12</u>.
INSTRUCTION BOX A031 **(POP-UP BOX IN AJ23)**				IF THE TIMESPAN FOR ANY ENROLLMENT PERIOD IS <u>GREATER</u> THAN 5 MONTHS, PROMPT THE INTERVIEWER TO VERIFY THE DATES.		

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Checks
INSTRUCTION BOX A033 **(POP-UP BOX IN AJ23)**				VERIFY THAT THE SAMPLE SCHOOL HAS AT LEAST ONE ENROLLMENT PERIOD. FOR THE OTHER SCHOOLS, IF NO ENROLLMENT PERIODS ARE ENTERED FOR A SCHOOL, THEN PROMPT THE INTERVIEWER TO DELETE THAT SCHOOL.		
	A23s :346/ 1 : 1 (Info on sample school) AI00 :346/ 2 : 6 A026 :346/ 8 : 2 A28c :346/ 10 : 2 A28d :346/ 12 : 1 A28b :346/ 13 : 2 A28a :346/ 15 :20 A024 :346/ 35 :50 A027 :347/ 5 :30 A27a :347/ 35 :30 A27b :347/ 65 : 5	status code from the userexit IPEDS code level control meal plan state city copy of the sample school name street address street address line 2 zip code				

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Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Checks
	(Info on 1st other school) AI01 :347/ 70 : 6 A126 :347/ 76 : 2 A28g :347/ 78 : 2 A28h :347/ 80 : 1 A28f :348/ 1 : 2 A28e :348/ 3 :20 A124 :348/ 23 :50 A127 :348/ 73 :30 A27c :349/ 23 :30 A27d :349/ 53 : 5	 IPEDS code level control meal plan state city copy of the sample school name street address street address line 2 zip code				
	(2nd other school) AI02 :349/ 58 : 6 A226 :349/ 64 : 2 A28k :349/ 66 : 2 A28l :349/ 68 : 1 A28j :349/ 69 : 2 A28i :349/ 71 :20 A224 :350/ 11 :50 A227 :350/ 61 :30 A27e :351/ 11 :30 A27f :351/ 41 : 5	 IPEDS code level control meal plan state city copy of the sample school name street address street address line 2 zip code				
	(3rd other school) AI03 :351/ 46 : 6 A326 :351/ 52 : 2 A28o :351/ 54 : 2 A28p :351/ 56 : 1 A28n :351/ 57 : 2 A28m :351/ 59 :20 A324 :351/ 79 :50 A327 :352/ 49 :30 A27g :352/ 79 :30 A27h :353/ 29 : 5	IPEDS code level control meal plan state city copy of the sample school name street address street address line 2 zip code				

	SF01 :353/ 34 : 1
	BD01 :353/ 35 : 4
	ED01 :353/ 39 : 4
	SF02 :353/ 43 : 1
	BD02 :353/ 44 : 4
	ED02 :353/ 48 : 4
		Information on enrollment periods:
		school index for enrollment #1
		beginning date (mmyy) for enrollment #1
		ending date (mmyy) for enrollment #1
		school index for enrollment #2
		beginning date (mmyy) for enrollment #2
		ending date (mmyy) for enrollment #2
			range for school index 1-4
			  1 - sample school
			  2 - 1st other school
			  3 - 2nd other school
			  4 - 3rd other school			

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Checks
	SF03 :353/ 52 : 1 BD03 :353/ 53 : 4 ED03 :353/ 57 : 4 SF04 :353/ 61 : 1 BD04 :353/ 62 : 4 ED04 :353/ 66 : 4	school index for enrollment #3 beginning date (mmyy) for enrollment #3 ending date (mmyy) for enrollment #3 school index for enrollment #4 beginning date (mmyy) for enrollment #4 ending date (mmyy) for enrollment #4				
	SF05 :353/ 70 : 1 BD05 :353/ 71 : 4 ED05 :353/ 75 : 4 SF06 :353/ 79 : 1 BD06 :353/ 80 : 4 ED06 :354/ 4 : 4 SF07 :354/ 8 : 1 BD07 :354/ 9 : 4 ED07 :354/ 13 : 4 SF08 :354/ 17 : 1 BD08 :354/ 18 : 4 ED08 :354/ 22 : 4	school index for enrollment #5 beginning date (mmyy) for enrollment #5 ending date (mmyy) for enrollment #5 school index for enrollment #6 beginning date (mmyy) for enrollment #6 ending date (mmyy) for enrollment #6 school index for enrollment #7 beginning date (mmyy) for enrollment #7 ending date (mmyy) for enrollment #7 school index for enrollment #8 beginning date (mmyy) for enrollment #8 ending date (mmyy) for enrollment #8				

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Checks
	SF09 :354/ 26 : 1 BD09 :354/ 27 : 4 ED09 :354/ 31 : 4 SF10 :354/ 35 : 1 BD10 :354/ 36 : 4 ED10 :354/ 40 : 4 SF11 :354/ 44 : 1 BD11 :354/ 45 : 4 ED11 :354/ 49 : 4 SF12 :354/ 53 : 1 BD12 :354/ 54 : 4 ED12 :354/ 58 : 4	school index for enrollment #9 beginning date (mmyy) for enrollment #9 ending date (mmyy) for enrollment #9 school index for enrollment #10 beginning date (mmyy) for enrollment #10 ending date (mmyy) for enrollment #10 school index for enrollment #11 beginning date (mmyy) for enrollment #11 ending date (mmyy) for enrollment #11 school index for enrollment #12 beginning date (mmyy) for enrollment #12 ending date (mmyy) for enrollment #12				
	NEN0 :354/ 62 : 2 BM0F :354/ 64 : 2 BY0F :354/ 66 : 2 EM0F :354/ 68 : 2 EY0F :354/ 70 : 2 BM0L :354/ 72 : 2 BY0L :354/ 74 : 2 EM0L :354/ 76 : 2 EY0L :354/ 78 : 2	Enrollment information by school Number of enrollments beginning month of first enrollment beginning year of first enrollment ending month of first enrollment ending year of first enrollment beginning month of last enrollment beginning year of last enrollment ending month of last enrollment ending year of last enrollment				
Timestamp	TV08 :320/ 28 : 8 CV08 :320/ 36 : 5	cumulative time cumulative question count				
A038	A038 :362/ 43 : 1	SUMMARY OF ENROLLMENT TERMS: SCHOOL_NAMES BEG_DATE END_DATE (upto 12 enrollment terms)	1=THIS IS CORRECT 2=NEED TO ADD/CORRECT SCHOOL OR ENROLLMENT PERIOD	1= SKIP TO A137 2= RETURN TO AJ23 AND RE-ENTER USEREXIT		

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Checks
A137	For sample school: A137 :362/ 44 : 1 For other school 1: A237 :363/ 15 : 1 For other school 2: A337 :363/ 66 : 1 For other school 3: A437 :364/ 37 : 1	At (SAMPLE SCHOOL/OTHER SCHOOL), were you enrolled on a clock/contact or credit hour basis?	1=CREDIT HOURS 2=CLOCK/CONTACT HOURS 3=BOTH 4=OTHER D, R	IF **ZA63 = 1 - 4**, COPY ZA63 TO CATI RECORD; IF ZA63 = 1 - 3, DO NOT DISPLAY A137 IN CATI FOR SAMPLE SCHOOL, AND SKIP TO B002 FOR SAMPLE SCHOOL; IF ZA63 = 4, DISPLAY A137 IN CATI <u>WITH</u> ZA63 VALUE FOR THE SAMPLE SCHOOL; IF A137 VERIFIED BY STUDENT = 4, CONTINUE TO A138 FOR SAMPLE SCHOOL. ------------------------ 1,2,3,D,R = SKIP TO B002 4=CONTINUE	SI	IF ZA63 = 1 - 4, CADE INDICATES SAMPLE SCHOOL OPERATES ON CREDIT, CLOCK, BOTH, OR OTHER BASIS

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Checks
A138	For sample school: A138 :362/ 45 :50 For other school 1: A238 :363/ 16 :50 For other school 2: A338 :363/ 67 :50 For other school 3: A438 :364/ 38 :50	Enter Other System	RECORD VERBATIM RESPONSE		P	
Timestamp	TV09 :320/ 41 : 8 CV09 :320/ 49 : 5	cumulative time cumulative question count				

SECTION B: ENROLLMENT AND COSTS

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
B002	B002 :365/ 8 : 1	Did you change your major at SAMPLE SCHOOL any time between July 1, 1992 and June 30, 1993?	YES = 1 NO = 2 D, R	IF B002 = 2 AND STUDENT ATTENDED OTHER SCHOOLS BETWEEN JULY 1, 1992 AND JUNE 30, 1993 (A123 = 1), SKIP TO BXX3; IF B002 = 2 AND STUDENT DID NOT ATTEND OTHER SCHOOLS BETWEEN JULY 1, 1992 AND JUNE 30, 1993 (A123 = 2) SKIP TO B106 IF B002 = 1,D,R CONTINUE WITH BXX2	P	
BXX2	BXX2 :365/ 9 : 1 (intro screen)	What was your major at SAMPLE SCHOOL during (INSERT FIRST ENROLLMENT TERM) INTERVIEWER: PLEASE ENTER THE MAJOR AND SELECT THE APPROPRIATE CODE IN THE USEREXIT.	1=SPECIFY MAJOR OR PROGRAM OF STUDY D,R	IF NENO=1 AND A123=1, THEN SKIP TO BXX3 IF NENO=1 AND A123□1, THEN SKIP TO B105 IF NENO□1, THEN SKIP TO B1X2	P	NENO=NUMBER OF ENROLLMENT TERMS FROM AJ23_USEREXIT

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Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
	B2s0 :365/ 10 : 1 B2a0 :365/ 11 : 3 B2b0 :365/ 14 :70 B2c0 :366/ 4 :50	userexit status code CIP field of study coding verbatim text standard text from the coding dictionary				
B1X2	B1X2 :366/ 54 : 1 (intro screen)	And what was your major at SAMPLE SCHOOL during (INSERT LAST ENROLLMENT TERM)? INTERVIEWER: PLEASE ENTER THE MAJOR AND SELECT THE APPROPRIATE CODE IN THE USEREXIT.	1=SPECIFY MAJOR OR PROGRAM OF STUDY D,R	IF NO SCHOOLS OTHER THAN SAMPLE SCHOOL ATTENDED BETWEEN 7/1/92 AND 6/30/93, SKIP TO B105		
	B2t0 :366/ 55 : 1 B2d0 :366/ 56 : 3 B2e0 :366/ 59 :70 B2f0 :367/ 49 :50	userexit status code CIP field of study coding verbatim text standard text from the coding dictionary				
BXX3 (BXY3,BXZ3)	BXX3 :368/ 19 : 1 (school 1) BXY3 :369/ 64 : 1 (school 2) BXZ3 :371/ 29 : 1 (school 3) (intro screen)	What was your major at (SCHOOL NAME) between July 1, 1992 and June 30, 1993? INTERVIEWER: PLEASE ENTER THE MAJOR AND SELECT THE APPROPRIATE CODE IN THE USEREXIT	1=SELECT MAJOR OR PROGRAM OF STUDY D,R	ASK FOR EACH SCHOOL, OTHER THAN SAMPLE SCHOOL, LISTED AT AJ23	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	S o u r c e	Range/Consistency Checks
	For school 1: B2s1 :368/ 20 : 1 B2a1 :368/ 21 : 3 B2b1 :368/ 24 :70 B2c1 :369/ 14 :50	userexit status code CIP field of study coding verbatim text standard text from the coding dictionary				
	For school 2: B2s2 :369/ 65 : 1 B2a2 :369/ 66 : 3 B2b2 :369/ 69 :70 B2c2 :370/ 59 :50	userexit status code CIP field of study coding verbatim text standard text from the coding dictionary				
	For school 3: B2s3 :371/ 30 : 1 B2a3 :371/ 31 : 3 B2b3 :371/ 34 :70 B2c3 :372/ 24 :50	userexit status code CIP field of study coding verbatim text standard text from the coding dictionary				

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
INSTRUCTION BOX B005				IF NO SCHOOLS OTHER THAN SAMPLE SCHOOL ATTENDED BETWEEN 7/1/92 AND 6/30/93, CONTINUE TO B106; IF MORE THAN ONE SCHOOL ATTENDED, SKIP TO B1J6		
Timestamp	TV11 :320/ 67 : 8 CV11 :320/ 75 : 5	cumulative time cumulative question count				
B106	B106 :373/ 25 : 1	During the school year July 1, 1992 through June 30, 1993, were you classified, primarily,...	1=as a <u>full</u> time student, even if you worked part time 3=as a <u>part</u> time student at <u>all</u> of the schools D, R	CONTINUE TO B107	P	
B1J6	B1J6 :373/ 25 : 1	During the school year July 1, 1992 through June 30, 1993, were you classified, primarily,...	1=as a <u>full</u> time student, even if you worked part time 2=as a <u>full</u> time student at <u>one or more</u> of the schools 3=as a <u>part</u> time student at <u>all</u> of the schools D, R		P	

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Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
INSTRUCTION BOX B17A				IF SCTL=3 OR A137=2, THEN SKIP TO B110; OTHERWISE, CONTINUE TO B107		
B107	B107 :373/ 26 : 2	Between July 1, 1992 and June 30, 1993, how many courses did you take?	1 - 30 D, R		P	
B108	B108 :373/ 28 : 2	How many credits did that represent?	0 1 - 70 D, R	IF **ZB0 > 0**, SET B108 TO P. DO NOT DISPLAY B108 IN CATI, AND SKIP TO B111. ------------------ FROM CATI: 0, D, R = SKIP TO B110	S I	ZB0 > 0, CADE INDICATES NUMBER OF CREDITS TAKEN BY STUDENT ACROSS <u>ALL</u> TERMS OF ENROLLMENT BETWEEN JULY 1, 1992 AND JUNE 30, 1993 THE TOTAL CREDIT HOURS SHOULD EQUAL AT LEAST "1."
B109	B109 :373/ 30 : 1	Were most of these credits based on a semester, quarter, trimester or other system?	1=SEMESTER 2=QUARTER 3=TRIMESTER 4=OTHER D, R	1,2,D,R = SKIP TO QUESTION B111	P	

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Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
B9a	B9a :373/ 31 :20	ENTER OTHER UNIT	RECORD VERBATIM ANSWER	SKIP TO QUESTION B111		
B110	B110 :373/ 51 : 2	How many hours of instruction were you scheduled to attend each week during the school year?	1 - 49 50 - 80 D,R	IF **ZB1 > 0**, COPY ZB1 TO CATI RECORD, DO NOT DISPLAY B110 IN CATI, AND CONTINUE TO B111	S I	IF ZB1 > 0, CADE INDICATES NUMBER OF CLASSROOM AND LAB HRS ATTENDED PER WEEK FLAG FOR PROBE IF ∃ 50
B10a	B10a :373/ 53 : 1	INTERVIEWER: PLEASE VERIFY THAT THE RESPONDENT WAS SCHEDULED TO ATTEND [B110] HOURS OF INSTRUCTION EVERY WEEK	1=YES, THAT'S CORRECT 2=NO,			
B111	B111 :373/ 74 : 7	How much were your <u>total</u> tuition and fees prior to any discounts or waivers for the <u>entire</u> 1992-'93 school year (for all schools)? [**NOTE FOR TEXT SUBSTITUTIONS**: Text substitute "for all schools" if more than sample school collected at A123]	0-8999 9000-29999 D, R	IF **ZB2 > 0**, COPY ZB2 TO CATI RECORD, DO NOT DISPLAY B111 IN CATI, AND CONTINUE TO B112	S I	IF ZB2 > 0, CADE INDICATES TUITION/FEES. IF B111 <u>IS ASKED IN CATI</u>, DIFFERENT PROBES SHOULD BE DISPLAYED BASED ON THE AMOUNT GIVEN BY THE RESPONDENT AND THE TYPE OF SCHOOL:

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
B111 (continued)						FLAG FOR PROBE IF ∃ $9,000 & SCHOOL IS PUBLIC (**SCTL=1**); FLAG FOR PROBE IF ∃ $14,000 & SCHOOL IS PROPRIETARY (**SCTL=3**); FLAG FOR PROBE IF ∃ $20,000 & SCHOOL IS PRIVATE (**SCTL=2**)
BZ04	BZ04 :374/ 1 : 1	There is a discrepancy between our records and your answer. According to our records, the tuitions and fees at SAMPLE SCHOOL was $[ZB2]. You mentioned that the tuition and fees prior to any discount or waivers for the entire year for all schools was $[B111]. Is the amount $[B111] correct?	1=YES, THAT'S CORRECT 2=NO, THAT'S NOT CORRECT			
BZ02	BZ02 :374/ 37 : 1	THE RESPONDENT INDICATED THAT THEY WENT TO A [BZ01] AND THE TUITION AND FEES WERE [B111] VERIFY THE AMOUNT FOR THE TUITIONS AND FEES.	1=YES, THAT'S CORRECT 2=NO, THAT'S NOT CORRECT			

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
B112	B112 :374/ 38 : 4	During the 1992-'93 school year, how much did you spend for books and supplies?	0-2000 2001-4999 H, h=HELP SCREEN TO DEFINE BOOKS AND SUPPLIES D, R		P	FLAG FOR PROBE IF ∃ $2,000
BZ3A	BZ3A :374/ 42 : 1	<u>BOOKS</u> ARE NOT LIMITED TO TEXTBOOKS, BUT ALSO INCLUDE DICTIONARIES, ENCYCLOPEDIAS, REFERENCE BOOKS, SCHOOL-RELATED PUBLICATIONS, ETC. <u>SUPPLIES</u> MAY INCLUDE ANY MATERIALS STUDENTS ARE REQUIRED TO BUY AS WELL AS ANY STUDENT AIDS. SUPPLIES MAY INCLUDE ITEMS SUCH AS PAPER, RULERS, ART MATERIALS, ETC.	1=CONTINUE	RETURN TO B112		
BZ3B	BZ3B :374/ 43 : 1	YOU JUST INDICATED THAT THE AMOUNT YOU SPENT DURING THE 1992-93 SCHOOL YEAR FOR BOOKS AND SUPPLIES WAS [B112]. WAS THAT CORRECT?	1=YES 2=NO			

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
B113	B113 :374/ 44 : 5	During the 1992-'93 school year, how much did you spend for other items such as computers, microscopes, tools, instruments, or safety equipment?	0-5000 5001-5999 H, h=HELP SCREEN TO DEFINE OTHER ITEMS D, R		P	FLAG FOR PROBE IF ∃ $5,000
BZ4A	BZ4A :374/ 49 : 1	ALSO INCLUDED ARE SOME ITEMS SUCH AS CAMERA EQUIPMENT FOR A PHOTOGRAPHY STUDENT, TOOLS FOR AN AUTO REPAIR STUDENT, OR SCUBA TANKS FOR A MARINE BIOLOGY STUDENT.	1=CONTINUE	RETURN TO B113		
BZ4B	BZ4B :374/ 50 : 1	YOU INDICATED THAT THE AMOUNT YOU SPENT DURING THE 1992-93 SCHOOL YEAR FOR <u>OTHER ITEMS</u> WAS [B113]. WAS THAT CORRECT?	1=YES, THAT'S CORRECT 2=NO, THAT'S NOT CORRECT			
B114	B114 :374/ 51 : 4	During the 1992-'93 school year, how much did you spend on commuting to class for things such as bus fare, gas and parking? Do <u>not</u> include car insurance or car maintenance.	0-2000 2001-5999 D, R		P	FLAG FOR PROBE IF ∃ 2,000
BZ5B	BZ5B :374/ 55 : 1	YOU JUST INDICATED THAT THE AMOUNT YOU SPENT DURING THE 1992-93 SCHOOL YEAR FOR <u>COMMUTING</u> WAS [B114]. IS THAT CORRECT?	1=YES, THAT'S CORRECT 2=NO, THAT'S NOT CORRECT			

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
B115	B115 :374/ 56 : 5	During the 1992-'93 school year, how much did you spend for other educational expenses such as transportation to your permanent home or dependent care while attending class?	0-2000 2001-99990 D, R		P	FLAG FOR PROBE IF ∃ $2,000
BZ6B	BZ6B :374/ 61 : 1	YOU JUST INDICATED THAT THE AMOUNT THAT YOU SPENT DURING THE 1992-93 SCHOOL YEAR FOR <u>OTHER EDUCATIONAL EXPENSES</u> WAS [B115]. IS THAT CORRECT?	1=YES, THAT'S CORRECT 2=NO, THAT'S NOT CORRECT			
B016	B016 :374/ 62 : 2	During the 1992-'93 school year did you live primarily... <u>"PRIMARILY"</u>: THE PLACE WHERE THE STUDENT STAYS, OR HAS ARRANGED TO STAY, THE MAJORITY OF THE TIME. FOR EXAMPLE, A STUDENT MAY STAY MOST NIGHTS WITH A FRIEND BUT PAYS TO RENT A ROOM IN ANOTHER PLACE; THE RENTED ROOM IS WHERE THE STUDENT PRIMARILY LIVES.	1=in school-owned housing (<u>SCHOOL OWNED HOUSING</u> means you pay the school for housing) 2=in an apartment or house other than with parents or guardians 3=with parents or guardians 4=with relatives other than parents, guardians, spouse, or children 91=OTHER D, R	1 = SKIP TO QUESTION B017 2,3,4,D,R = SKIP TO QUESTION B022	P	
B16a	B16a :374/ 64 :30	ENTER OTHER	RECORD VERBATIM ANSWER	SKIP TO B022		
B017	B017 :375/ 14 : 5	For the 1992-'93 school year, how much did you or your family pay for housing?	0-9999 10000-99999 D, R	CONTINUE TO B018	P	FLAG FOR PROBE IF ∃ $10,000

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
BZ7B	BZ7B :375/ 19 : 1	YOU JUST INDICATED THAT THE AMOUNT YOU SPENT DURING THE 1992-93 SCHOOL YEAR FOR <u>HOUSING</u> WAS [B017]. IS THAT CORRECT?	1=YES 2=NO			
B018	B018 :375/ 20 : 1	Does this include a meal plan?	1=YES 2=NO D,R		P	
B019	B019 :375/ 21 : 1	Was the school-owned housing located on campus or off campus?	1=ON CAMPUS 2=OFF CAMPUS D, R		P	
Timestamp	TV12 :320/ 80 : 8 CV12 :321/ 8 : 5	cumulative time cumulative question count				

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
BJ22	B022 :377/ 32 : 5 (rent) B023 :377/ 37 : 5 (food) B024 :377/ 42 : 5 (transportation) B025 :377/ 47 : 5 (personal expenses) B026 :377/ 52 : 5 (dependent care) B027 :377/ 57 : 5 (repaying educ loans) B028 :377/ 62 : 5 (other expenses) Grid control variables: BJ22 :377/ 67 : 5 BK22 :377/ 72 : 2 BM22 :377/ 74 : 1 BN22 :377/ 75 : 1 BU22 :377/ 76 : 5 BV22 :378/ 1 : 1	Other than the education-related expenses previously mentioned, between July 1, 1992 and June 30, 1993 how much were your <u>average monthly</u> expenses for... ... rent or mortgage, and utilities, excluding telephone (and what was paid for living in school-owned housing)? ...food, including meals in restaurants? (including meal programs) ... transportation costs such as car loans, maintenance and insurance? (Please do <u>not</u> include the $(B114) you spent commuting to class.) ... personal expenses such as clothing, dry cleaning, recreation, vacation, trips, and so forth? ... dependent care for parent or children, daycare, babysitting? Please <u>exclude</u> child care costs specifically related to school. ... repaying educational loans between July 1, 1992 and June 30, 1993? ... other expenses, such as phone, child support paid, life or health insurance, or loans other then educational?	$( ).00 5 columns (per item) e=EXIT GRID, ALL DONE c=CHANGE PREVIOUS ANSWER D, R [**NOTES ON TEXT SUBSTITUTIONS**: 1. Text substitute "And what was paid for living in school-owned housing" if B016=1. 2. Text substitute "Including meal programs" if B018=1. 3. Text substitute "Please do not include the $(B114) you spent commuting to class" if B114≠0,D,R.]	NON B&Bs SKIP TO QUESTION C001	P	FLAG FOR PROBE IF <u>RENT</u> ∃ $1,000 FLAG FOR PROBE IF <u>FOOD</u> ∃ $300 FLAG FOR PROBE IF <u>TRANSPORTATION</u> ∃ $1,000 FLAG FOR PROBE IF <u>PERSONAL</u> ∃ $1,000 FLAG FOR PROBE IF <u>CARE</u> ∃ $500 FLAG FOR PROBE IF <u>LOANS</u> ∃ $500 FLAG FOR PROBE IF <u>OTHER</u> ∃ $500

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	S o u r c e	Range/Consistency Checks
Timestamp	TV13 :321/ 13 : 8 CV13 :321/ 21 : 5	cumulative time cumulative question count				
B029	B029 :378/ 2 : 1 B30s :378/ 4 : 1 (userexit status)	Now I'd like to talk about the postsecondary institutions you attended <u>prior</u> to July 1, 1992. Prior to July 1, 1992, did you attend any schools other than SAMPLE SCHOOL?	1=YES 2=NO D,R	B & B ONLY 2,D,R=SKIP TO C001	P	
BJ29	BJ29 :378/ 3 : 1	Please give me the names of all the postsecondary schools you attended <u>prior to July 1, 1992.</u> I will also need to know when you first attended the school and when you last attended the school. INTERVIEWER:PLEASE ENTER THE RESPONSES IN THE USEREXIT.	1=ENTER THE USEREXIT	B & B ONLY		
Bo29 **(Part of BJ29_UXT)**	Flags for "attended other school": BA29 :388/ 5 : 1 (2nd school) BB29 :388/ 6 : 1 (3rd school) BC29 :388/ 7 : 1 (4th school) BD29 :388/ 8 : 1 (5th school)	Did you attend any other postsecondary school <u>prior to July 1, 1992</u>? COLLECT SCHOOL NAMES ATTENDED PRIOR TO JULY 1, 1992.		B & B ONLY CONDUCT IPEDS CODING OF THE NEW SCHOOL(S). IF A SCHOOL IS NOT IPEDS CODEABLE, ASK B030	P	

STUDENT QUESTIONNAIRE
Revised April 14, 19942:25 PM
Based on NPSAS - Final CATI

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
B030, part 1 **(Part of BJ29_UXT)**	Same as LEVEL variable for the school	What type of school is [OTHER SCHOOL NAME from BJ29]	1= A UNIVERSITY OR 4-YEAR COLLEGE 2=A 2- OR 3-YEAR JUNIOR COLLEGE, COMMUNITY COLLEGE, OR TECHNICAL/VOCATIONAL SCHOOL 3=A LESS THAN 2-YEAR VOCATIONAL, TECHNICAL, OR OCCUPATIONAL SCHOOL OR COLLEGE 4=SOME OTHER TYPE OF SCHOOL	B & B ONLY		
B030, part 2 **(Part of BJ29_UXT)**	Same as CONTROL variable for the school	What type of school is [OTHER SCHOOL NAME from BJ29]	1=A PUBLIC SCHOOL 2=A PRIVATE, NONPROFIT OR NOT-FOR-PROFIT SCHOOL 3=A PROPRIETARY OR PRIVATE, FOR-PROFIT SCHOOL	B & B ONLY		
B030, part 3 **(Part of BJ29_UXT)**	Same as MEAL plan variable for the school	Does [OTHER SCHOOL NAME from BJ29] have meal plan?	1=YES 2=NO	B & B ONLY		

B030, part 4 **(Part of BJ29_UXT)**	Address info	Address of [OTHER SCHOOL NAME from BJ29]:
		    STREET ADDRESS LINE 1
		    STREET ADDRESS LINE 2
		    CITY
		    STATE
		    ZIP
			street address lines = 30 chars apiece
			city = 20 chars
			state = 2 chars
			zip = 5 chars
				B & B ONLY		

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
B033 **(Part of BJ29_UXT)**		1. What was the month and year you first attended [OTHER SCHOOL NAME from BJ29]? 2. What was the month and year you last attended [OTHER SCHOOL NAME from BJ29]?	INTERVIEWER COLLECTS THE <u>FIRST</u> ENROLLMENT PERIOD STUDENT ATTENDED EACH SCHOOL, AND THE <u>LAST</u> ENROLLMENT PERIOD STUDENT ATTENDED EACH SCHOOL PRIOR TO 7/1/92.	B & B ONLY	P	CANNOT BE EARLIER THAN DATE GIVEN IN AX11
INSTRUCTION BOX BA33 **(pop-up box in BJ29 UXT)**				B & B ONLY VERIFY THAT ENROLLMENT DATE ENTERED IS GREATER THEN DATE IN AX11/A111. IF NOT, THEN PROMPT INTERVIEWER TO ENTER A VALUE GREATER THAN THE VALUE IN AX11/A111.		

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
INSTRUCTION BOX B034 **(Pop-up box in BJ29_UXT)**				B & B ONLY VERIFY THAT EACH SCHOOL HAS AT LEAST ONE ENROLLMENT PERIOD. IF NO ENROLLMENT PERIODS ARE ENTERED FOR A SCHOOL, THEN PROMPT THE INTERVIEWER TO DELETE THAT SCHOOL.		
	1st school B30a :378/ 9 : 6 B30b :378/ 15 : 2 B32c :378/ 17 : 2 B32d :378/ 19 : 1 B32b :378/ 20 : 2 B32a :378/ 22 :20 B129 :378/ 42 :50 B31a :379/ 12 :30 B31b :379/ 42 :30 B31c :379/ 72 : 5 PBM1 :387/ 29 : 2 PBY1 :387/ 31 : 2 PEM1 :387/ 33 : 2 PEY1 :387/ 35 : 2	IPEDS code level control meal plan state city copy of the sample school name street address street address line 2 zip code month of first enrollment year of first enrollment month of last enrollment year of last enrollment				
	2nd school					

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
	B30c :379/ 77 : 6 B30d :380/ 3 : 2 B32g :380/ 5 : 2 B32h :380/ 7 : 1 B32f :380/ 8 : 2 B32e :380/ 10 :20 B229 :380/ 30 :50 B31d :380/ 80 :30 B31e :381/ 30 :30 B31f :381/ 60 : 5 PBM2 :387/ 37 : 2 PBY2 :387/ 39 : 2 PEM2 :387/ 41 : 2 PEY2 :387/ 43 : 2	IPEDS code level control meal plan state city copy of the sample school name street address street address line 2 zip code month of first enrollment year of first enrollment month of last enrollment year of last enrollment				
	3rd school B30e :381/ 65 : 6 B30f :381/ 71 : 2 B32k :381/ 73 : 2 B32l :381/ 75 : 1 B32j :381/ 76 : 2 B32i :381/ 78 :20 B329 :382/ 18 :50 B31g :382/ 68 :30 B31h :383/ 18 :30 B31i :383/ 48 : 5 PBM3 :387/ 45 : 2 PBY3 :387/ 47 : 2 PEM3 :387/ 49 : 2 PEY3 :387/ 51 : 2	IPEDS code level control meal plan state city copy of the sample school name street address street address line 2 zip code month of first enrollment year of first enrollment month of last enrollment year of last enrollment				

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
	4th school B30g :383/ 53 : 6 B30h :383/ 59 : 2 B32o :383/ 61 : 2 B32p :383/ 63 : 1 B32n :383/ 64 : 2 B32m :383/ 66 :20 B429 :384/ 6 :50 B31j :384/ 56 :30 B31k :385/ 6 :30 B31l :385/ 36 : 5 PBM4 :387/ 53 : 2 PBY4 :387/ 55 : 2 PEM4 :387/ 57 : 2 PEY4 :387/ 59 : 2	IPEDS code level control meal plan state city copy of the sample school name street address street address line 2 zip code month of first enrollment year of first enrollment month of last enrollment year of last enrollment				
	5th school B30i :385/ 41 : 6 B30j :385/ 47 : 2 B32s :385/ 49 : 2 B32t :385/ 51 : 1 B32r :385/ 52 : 2 B32q :385/ 54 :20 B529 :385/ 74 :50 B31m :386/ 44 :30 B31n :386/ 74 :30 B31o :387/ 24 : 5 PBM5 :387/ 61 : 2 PBY5 :387/ 63 : 2 PEM5 :387/ 65 : 2 PEY5 :387/ 67 : 2	IPEDS code level control meal plan state city copy of the sample school name street address street address line 2 zip code month of first enrollment year of first enrollment month of last enrollment year of last enrollment				
BK33	BK33 :388/ 9 : 1	SCHOOL SUMMARY REVIEW:		B & B ONLY		

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
		SCHOOL BEG. TERM END. TERM OTHER SCH MTH/YR MTH/YR OTHER SCH MTH/YR MTH/YR <1> THIS IS CORRECT <2> THIS IS WRONG, NEED TO CORRECT ENROLLMENT		2 = RETURN TO BJ29_UXT		
Timestamp	TV14 :321/ 26 : 8 CV14 :321/ 34 : 5	cumulative time cumulative question count				

SECTION C: FINANCIAL AID

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
INSTRUCTION BOX C01A				IF (AX11 ∃ 7 and A111=91) <u>OR</u> (AX11>1 and AX11 # 6 and A111=92), THEN SKIP TO C002.		
C001	C001 :388/ 10 : 1	Before we discuss the 1992-93 school year, please tell me if you were you enrolled in a postsecondary institution between July 1, <u>1991</u> and June 30, 1992?	1=YES 2=NO D, R	IF **ZC2 = 1** COPY ZC2 TO CATI RECORD, DO NOT DISPLAY C001 IN CATI, AND CONTINUE TO C002; ---------------------- 2,D,R = SKIP TO BOX C003	SI	IF ZC2 = 1 THEN CADE INDICATES STUDENT ENROLLED IN SAMPLE SCHOOL FOR 1991 - 92
C002	C002 :388/ 11 : 1	The next few questions concern financial aid. Financial aid includes grants, scholarships, loans, College work-study, fellowships, assistantships, and assistance for education from an employer or the military. Did you receive any financial aid for the time you attended school during the 1991-92 school year? Please do <u>not</u> include aid from family, friends or relatives.	1=YES 2=NO D, R		P	
INSTRUCTION BOX C003		IF THE STUDENT RECEIVED FINANCIAL AID ON THE RECORD ABSTRACT, SKIP TO CX80. IF THE STUDENT <u>DID NOT</u> RECEIVE AID AT THE SAMPLED INSTITUTION, SKIP TO C081. IF IT IS NOT KNOWN IF THE STUDENT RECEIVED FINANCIAL AID, CONTINUE WITH C004		IF **ZC3 = 1** THEN CATI SKIPS TO CX80; IF **ZC3 = 2** THEN CATI SKIPS TO C081; IF **ZC3 □ 1 OR 2**, THEN CATI CONTINUES TO C004		IF ZC3 = 1 CADE INDICATES AID RECEIVED 2 = CADE INDICATES NO AID RECEIVED

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
C004	C004 :388/ 12 : 1	Did you <u>apply</u> for financial aid for the <u>1992-93</u> school year? FINANCIAL AID INCLUDES GRANTS, SCHOLARSHIPS, LOANS, COLLEGE WORK-STUDY, FELLOWSHIPS, ASSISTANTSHIPS, AND ASSISTANCE FOR EDUCATION FROM AN EMPLOYER OR THE MILITARY.	1=YES 2=NO D, R		P	
C005 CC05	Sample school: C005 :388/ 13 : 1 Other schools: CC05 :395/ 56 : 1	Were you <u>awarded</u> financial aid for the time you attended SAMPLE SCHOOL during the 1992-93 school year? This includes offered aid that you accepted or refused for items such as grants, scholarships, student loans, college work-study, and assistance from an employer or the military. Do <u>not</u> include aid from family, friends or relatives.	1=YES 2=NO D,R	<u>SAMPLE SCHOOL</u> 2,D,R=SKIP TO CJ08 <u>OTHER SCHOOLS</u> 2,D,R=SKIP TO CM08	P	IF STUDENT ATTENDED MORE THAN ONE SCHOOL <u>OTHER</u> THAN SAMPLE SCHOOL DURING 1992-1993, C005 THROUGH CX82/PART 2 ARE ASKED JUST <u>ONCE</u> FOR ALL OTHER SCHOOLS. THE QUESTIONS ARE ASKED FIRST FOR THE SAMPLE SCHOOL. THEN THE SYSTEM RETURNS TO CC05 AND ASKS THE SERIES (CC05-CY82) AGAIN FOR ALL OTHER SCHOOLS.
C006 CC06	Sample school: C006 :388/ 14 : 1	Did you <u>accept</u> all, none, or some of the financial aid that you were awarded for the 1992 - '93	1=ALL 2=NONE		P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
	Other schools: CC06 :395/ 57 : 1	school year?	3=SOME D,R			
Timestamp	TV16 :321/ 52 : 8 CV16 :321/ 60 : 5	cumulative time cumulative question count				
CJ08	CJ08 :388/ 15 : 1	The next set of questions are concerned with the various types of financial aid you might have received while attending SAMPLE SCHOOL for the 1992-1993 school year. INTERVIEWER: PLEASE ENTER THE RESPONSES IN THE USEREXIT.	1=ENTER THE USEREXIT	IF C005=2,D,R, SKIP TO CX82		
CM08	CM08 :395/ 58 : 1	The next set of questions are concerned with the various types of financial aid you might have received while attending <u>schools other than SAMPLE SCHOOL</u> for the 1992-1993 school year. INTERVIEWER: PLEASE ENTER THE RESPONSES IN THE USEREXIT.	1=ENTER THE USEREXIT	IF CC05=2,D,R, SKIP TO CY82		ASK ONLY IF A123☐2,D,R
C008 CC08	Sample school: C008 :394/ 57 : 6 Other schools: CC08 :402/ 20 : 6	What is the total amount of financial aid you were <u>awarded and accepted</u> while attending SCHOOL NAME for the 1992-1993 school year? Please do <u>not</u> include aid from family, friends, or relatives.	$( ).00 6 columns D, R		P	
C009 CC09	Sample school: C009 :388/ 16 : 1 C010 :388/ 17 : 6 Other schools: CC09 :395/ 59 : 1 CC10 :395/ 60 : 6	Of the amount awarded and accepted by you in 1992-1993 for SCHOOL NAME, was any of it from <u>grants or scholarships</u>, that is, money you <u>do not</u> have to pay back? Please do not include tuition waivers. IF YES, ASK:	1=YES 2=NO $( ).00 6 columns D, R	2, D, R = SKIP TO C025	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
		About how much was the total amount of these grants and scholarships?				
C009, PART 2 CC09, PART 2	Sample school: C012 :388/ 23 : 6 (Pell grant) C014 :388/ 29 : 6 (other federal) C016 :388/ 35 : 6 (other state) C018 :388/ 41 : 6 (athletic) C020 :388/ 47 : 6 (academic) C022 :388/ 53 : 6 (other school-based) C024 :388/ 59 : 6 (other sources) Other schools: CC12 :395/ 66 : 6 CC14 :395/ 72 : 6 CC16 :395/ 78 : 6 CC18 :396/ 4 : 6 CC20 :396/ 10 : 6 CC22 :396/ 16 : 6 CC24 :396/ 22 : 6	Was any part ... ... of this a Pell Grant or SEOG? ... funded by other federal grants or scholarships? ... funded by state government grants or scholarships? ... an athletic scholarship? ... an academic scholarship? ... some other school-based scholarship? ... any other sources?	$( ).00 6 columns PER ITEM D, R		P	FLAG FOR PROBE IF <u>PELL</u> IS > $2,400
INSTRUCTION BOX C025		GRANT/SCHOLARSHIP REVIEW: IF THE DIFFERENCE BETWEEN C009 AND THE SUM OF ITEMS AT C009, PART 2 IS GREATER THAN 10%, REVIEW WITH RESPONDENT THE TYPES OF GRANTS AND/OR SCHOLARSHIPS AND THE AMOUNTS THAT WERE AWARDED.				

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
C026 CC26	Sample school: C026 :388/ 65 : 1 C027 :388/ 66 : 5 Other schools: CC26 :396/ 28 : 1 CC27 :396/ 29 : 5	For the 1992-93 school year, were your tuition and/or fees at SCHOOL NAME waived in part or in full? IF YES: About how much was waived?	1=YES 2=NO $( ).00 5 columns D, R		P	
C028 CC28	Sample school: C028 :388/ 71 : 1 C029 :388/ 72 : 5 Other schools: CC28 :396/ 34 : 1 CC29 :396/ 35 : 5	Of the amount awarded and accepted by you in 1992-1993 for SCHOOL NAME, was any of it from loans, that is, borrowed money that you must repay? Please do not include loans from family, friends, or relatives. IF YES: How much was the total amount of these loans?	1=YES 2=NO $( ).00 5 columns D, R	2, D, R = SKIP TO C050	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
C028, PART 2 CC28, PART 2	Sample school: C031 :388/ 77 : 4 (Stafford) C033 :389/ 1 : 5 (Perkins) C035 :389/ 6 : 4 (SLS) C037 :389/ 10 : 5 (HEAL) C039 :389/ 15 : 5 (HPSL) C041 :389/ 20 : 5 (other federal) C043 :389/ 25 : 5 (state loan) C045 :389/ 30 : 5 (institutional) Other schools: CC31 :396/ 40 : 4 CC33 :396/ 44 : 5 CC35 :396/ 49 : 4 CC37 :396/ 53 : 5 CC39 :396/ 58 : 5 CC41 :396/ 63 : 5 CC43 :396/ 68 : 5 CC45 :396/ 73 : 5	Was any part of this... ... a Stafford/Guaranteed Student Loan? ... a Perkins/National Direct Student Loan? While enrolled in SCHOOL NAME did you receive... ... a supplemental loan to students (SLS)? ... a Health Education Assistance Loan (HEAL)? ... a Health Professional Student Loan (HPSL)? ... any other federal loan? ... a state loan? ... a postsecondary institutional loan?	$( ).00 4 or 5 columns PER ITEM D, R		P	**FLAG FOR PROBE IF:** STAFFORD > $4,000 AND RESPONDENT IS UNDERGRAD (A014 = 1 - 5, OR 91) STAFFORD > $7,500 AND RESPONDENT IS GRADUATE OR FIRST-PROFESSIONAL (A014 = 6 - 8, OR 92) PERKINS > $10,000 AND RESPONDENT IS UNDERGRAD (A014 = 1 - 5, OR 91) PERKINS > $20,000 AND RESPONDENT IS GRADUATE OR FIRST PROFESSIONAL (A014 = 4 - 8, OR 92)

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
C028, PART 2 CC28, PART 2 (continued)						<u>SLS</u> > $4,000 <u>HEAL</u>, <u>HPSL</u>, <u>OTHER FEDERAL</u>, OR <u>INSTITUTIONAL LOAN</u> > $20,000 <u>STATE LOAN</u> > $10,000
C046 CC46	Sample school: C046 :389/ 35 : 1 Other schools: CC46 :396/ 78 : 1	Did you receive any loans from sources <u>other</u> than federal, State or Institutional loans? For example, loans from your employer or personal loans such as loans secured through banks, savings and loans, or credit unions. Do <u>not</u> include loans received from family, friends, or relatives. [THESE MAY INCLUDE LOANS OBTAINED OTHER THAN THROUGH THE FINANCIAL AID OFFICE]	1=YES 2=NO D, R	2, D OR R = SKIP TO C050	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	S o u r c e	Range/Consistency Checks
C046, PART 2 CC46, PART 2	Sample school: C047 :389/ 36 :50 (loan 1 name) C048 :390/ 6 : 5 (loan 1 amount) C247 :390/ 11 :50 (loan 2 name) C248 :390/ 61 : 5 (loan 2 amount) C347 :390/ 66 :50 (loan 3 name) C348 :391/ 36 : 5 (loan 3 amount) C447 :391/ 41 :50 (loan 4 name) C448 :392/ 11 : 5 (loan 4 amount) (last char in C447 indicate a different version of C008CLIP) Other schools: CC47 :396/ 79 :50 CC48 :397/ 49 : 5 C47b :397/ 54 :50 C48b :398/ 24 : 5 C47c :398/ 29 :50 C48c :398/ 79 : 5 C47d :399/ 4 :50 C48d :399/ 54 : 5	Specify the other loans, and provide the amount.	1. (SPECIFY LOAN #1) 2. (SPECIFY LOAN #2) 3. (SPECIFY LOAN #3) 4. (SPECIFY LOAN #4) $( ).00 5 columns PER ITEM		P	COLLECT UP TO 4 LOANS FLAG FOR PROBE FOR ANY LOAN > $20,000

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
INSTRUCTION BOX C049		LOAN REVIEW: IF THE DIFFERENCE BETWEEN C028 AND THE SUM OF C028, PART2 AND C046 AND C046, PART 2 IS GREATER THAN 10%, REVIEW WITH RESPONDENT THE TYPES OF LOANS AND THE AMOUNTS THAT WERE AWARDED.				
C050 CC50	Sample school: C050 :392/ 16 : 1 C051 :392/ 17 : 5 Other schools: CC50 :399/ 59 : 1 CC51 :399/ 60 : 5	Of the amount awarded and accepted by you for 1992-'93 for SCHOOL NAME, was any of it from other types of financial assistance such as college work-study, fellowships, assistantships, or aid from the military? IF YES: How much was the total financial assistance you received from these sources?	1=YES 2=NO $( ).00 5 columns D, R	2, D, R = SKIP TO CX82	P	
C052 CC52	Sample school: C052 :392/ 22 : 1 CX52 :392/ 23 : 6 Other schools: CC52 :399/ 65 : 1 CY52 :399/ 66 : 6	Of the $(INSERT AMOUNT IN C050), was any of the aid in the form of a college work-study program? IF YES: What was the amount?	1=YES 2= NO $( ).00 6 columns D, R	2, D, R = SKIP TO C061	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
C052, PART 2 CC52, PART 2	Sample school: C054 :392/ 29 : 6 (federal) C056 :392/ 35 : 6 (state) C058 :392/ 41 : 6 (institution) C060 :392/ 47 : 6 (unsure) Other schools: CC54 :399/ 72 : 6 CC56 :399/ 78 : 6 CC58 :400/ 4 : 6 CC60 :400/ 10 : 6	Was the work-study program funded as a... ... federal college work-study program? ... a State sponsored work-study program? ... an Institutionally sponsored work-study program? ... unsure of source of funding?	$( ).00 6 columns PER ITEM D, R		P	FLAG FOR PROBE FOR EACH WORK-STUDY AMOUNT > $10,000
C061 CC61	Sample school: C061 :392/ 53 : 1 CX61 :392/ 54 : 6 Other schools: CC61 :400/ 16 : 1 CY61 :400/ 17 : 6	Of the $(INSERT AMOUNT IS C050), was any of the aid in the form of a <u>fellowship</u>? IF YES: What was the total amount you received through fellowships during 1992-93?	1=YES 2=NO $( ).00 6 columns D, R	2, D, R = SKIP TO C071 1 = CONTINUE WITH C062	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
C062 CC62	Sample school: C063 :392/ 60 : 6 (federal) C065 :392/ 66 : 6 (state) C067 :392/ 72 : 6 (institution) C069 :392/ 78 :20 (name of another source) C070 :393/ 18 : 6 (amount from another source) Other schools: CC63 :400/ 23 : 6 CC65 :400/ 29 : 6 CC67 :400/ 35 : 6 CC69 :400/ 41 :20 CC70 :400/ 61 : 6	Was the fellowship funded by... ...the Federal government? ...a state government? ...a postsecondary institution? ...a fellowship from another source? FOR EACH SOURCE TO WHICH THE RESPONDENT ANSWERS YES: How much was this award? SPECIFY IF 'YES' TO A 'FELLOWSHIP FROM ANOTHER SOURCE': What was this other source?	For each amount: ( ).00 6 columns D,R For specifying other sources: 1. 2.		P	FOR EACH FELLOWSHIP WITH AN AMOUNT > $20,000 FLAG FOR PROBE
C071 CC71	Sample school: C071 :393/ 24 : 5 (teaching) C072 :394/ 63 : 5 (research) C073 :394/ 68 : 5 (other type) Other schools: CC71 :400/ 67 : 5 CC72 :402/ 26 : 5 CC73 :402/ 31 : 5	Of the $(INSERT AMOUNT IN C050), was any of the aid in the form of... ... a teaching assistantship? ... a research assistantship? ... any other type of assistantship?	$( ).00 5 columns PER ITEM D, R	CONTINUE TO C072	P	FLAG FOR PROBE FOR EACH ITEM > $19,999
C072	Veteran's benefits:	Between July 1, 1992 and June 30, 1993 did you	( ) MONTHS PER ITEM	SKIP TO CX82	P	FLAG FOR PROBE

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
CC72	Sample school: C075 :394/ 73 : 1 (received?) C076 :393/ 34 : 5 (amount) C077 :393/ 39 : 2 (# of months) Other schools: CC75 :402/ 36 : 1 CC76 :400/ 77 : 5 CC77 :401/ 2 : 2 Veteran's educational assistance: Sample school: C078 :394/ 74 : 1 (received?) C079 :393/ 41 : 5 (amount) C080 :393/ 46 : 2 (# of months) Other schools: CC78 :402/ 37 : 1 CC79 :401/ 4 : 5 CC80 :401/ 9 : 2	receive... ... veterans benefits, including benefits from the GI Bill or the Survivors and Dependents Educational Assistance Program? IF YES: How much were these benefits? For how many months? ... benefits from your Veterans Educational Assistance Program? IF YES: How much were these benefits? For how many months?	$( ).00 5 columns PER ITEM D, R			IF ANY BENEFITS > $5,000

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
CX80 CY80	Sample school: CX80 :393/ 48 : 1 Other schools: CY80 :401/ 11 : 1	According to our records, you received about $XXXXX.00 in financial aid for the 1992-93 school year while enrolled in (NAME OF SAMPLE SCHOOL). Does this amount seem about right?	1=YES 2=NO D, R	IF **ZC90 ▢ 0**, COPY ZC90 TO THE CATI RECORD, AND DISPLAY CX80 IN CATI <u>WITH</u> ZC90 VALUE; DO <u>NOT</u> ASK CX80 IF ZC90 = 0; ------------------------ 2 OR D = RETURN TO C008 1 OR R =SKIP TO CX82	P	ZC90: > 0 = AID RECEIVED BASED ON CADE
C081 CC81	Sample school: C081 :393/ 49 : 1 Other schools: CC81 :401/ 12 : 1	According to our records, you did not receive financial aid for the 1992-93 school year while enrolled in (NAME OF SAMPLE SCHOOL), <u>other than</u> aid you may have received from family, friends or relatives. Is that right?	1=YES 2=NO D, R	IF **ZC90 = 0** DISPLAY C081 IN CATI <u>WITHOUT</u> THE ZC90 VALUE; DO <u>NOT</u> ASK C081 IF ZC90 > 0; ------------------------ 2=RETURN TO C004 1, D OR R= CONTINUE TO CX82	P	ZC90: 0 = CADE INDICATES NO AID RECEIVED

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	S o u r c e	Range/Consistency Checks
CX82 CY82	Sample school: CX82 :393/ 50 : 1 Other schools: CY82 :401/ 13 : 1	Some students receive aid through sources <u>other</u> than their school, the federal government, or state government. (In addition to the aid you received through your school,) did you receive grants, loans, scholarships, or other financial aid from other sources such as your employer, church, community or professional organization?	1=YES 2=NO D, R **<u>NOTES ON TEXT SUBSTITUTIONS</u>:** IF STUDENT DID <u>NOT</u> RECEIVE AID THROUGH THE SCHOOL, INTERVIEWER SHOULD EXCLUDE PORTION OF QUESTION ENCLOSED IN PARENTHESES (I.E., "IN ADDITION TO THE AID YOU RECEIVED...")	2, D, R = SKIP TO C092	P	

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CX82, PART 2 CY82, PART 2	Sample school: C082 :393/ 51 : 5 (church) C084 :393/ 56 : 5 (community) C086 :393/ 61 : 5 (civic) C088 :393/ 66 : 5 (national merit) CX89 :393/ 71 : 5 (veteran's benefits) CX91 :393/ 76 : 5 (employer) C089 :394/ 1 : 1 (other source?) C090 :394/ 2 :50 (name of source) C091 :394/ 52 : 5 (amount) Other schools: CC82 :401/ 14 : 5 CC84 :401/ 19 : 5 CC86 :401/ 24 : 5 CC88 :401/ 29 : 5 CY89 :401/ 34 : 5 CY91 :401/ 39 : 5 CC89 :401/ 44 : 1 CC90 :401/ 45 :50 CC91 :402/ 15 : 5	Did you receive this aid from... ... a church or religious organization? ... a community organization? ... a civic, fraternal or professional organization? ... a National Merit Scholarship? ... veterans benefits? ... an employer, such as reimbursement for tuition and books? ... any other source? SPECIFY OTHER SOURCE:	$( ).00 5 columns PER ITEM ENTER 'OTHER SOURCE' VERBATIM 1. 2. 3. 4. D, R	SAMPLE SCHOOL IF A123=1, THEN RETURN TO CC05; OTHERWISE CONTINUE TO INSTRUCTION BOX C22A OTHER SCHOOLS CONTINUE TO INSTRUCTION BOX C22A	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	S o u r c e	Range/Consistency Checks
	CP81 :394/ 75 :14 (federal) CP82 :395/ 9 : 5 (state) CP83 :395/ 14 : 8 (institution) CP84 :395/ 22 :10 (VA/DOD) CP85 :395/ 32 : 5 (other loan)	Flags to indicate receipt of aid from various sources in CADE. preload variables: PRSC81 - federal loan indicators (14 flags) PRSC82 - state loan indicators (5 flags) PRSC83 - institutional loan indicators (8 flags) PRSC84 - VA/DOD loan indicators (10 flags) PRSC85 - Other loan indicators (5 flags)	**PRSC81** - for the CADE variables D3A through D3N, counting the bytes from the left and mapping A to 1, B to 2, etc.; set the appropriate byte of PRSC81 to 1 if the grant/loan amount is non-zero; else set the byte to 2. eg; if D3B, D3C and D3F are non-zero, the PRSC81 should have the value: 21122122222222 ABCDEFGHIJKLMN **PRSC82** - for the CADE variables D4A through D4E, counting the bytes from the left and mapping A to 1, B to 2, etc.; set the appropriate byte of PRSC82 to 1 if the grant/loan amount is non-zero; else set the byte to 2. **PRSC83** - for the CADE variables D5A through D5H, counting the bytes from the left and mapping A to 1, B to 2, etc.; set the appropriate byte of PRSC83 to 1 if the grant/loan amount is non-zero; else set the byte to 2. **PRSC84** - for the CADE variables D6A through D6J, counting the bytes from the left and mapping A to 1, B to 2, etc.; set the appropriate byte of PRSC84 to 1 if the grant/loan amount is non-zero; else set the byte to 2. **PRSC85** - for the CADE variables D7A through D7E, counting the bytes from the left and mapping A to 1, B to 2, etc.; set the appropriate byte of PRSC85 to 1 if the			

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
			grant/loan amount is non-zero; else set the byte to 2.			

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
Timestamp	TV17 :321/ 65 : 8 CV17 :321/ 73 : 5 (After first invocation of C008CLIP)	cumulative time cumulative question count				
Timestamp	TV18 :321/ 78 : 8 CV18 :322/ 6 : 5 (After second invocation of C008clip)	cumulative time cumulative question count				
INSTRUCTION BOX C22A				IF C006 OR CC06=2 OR 3, THEN CONTINUE TO C122 OTHERWISE, <u>B&B STUDENTS</u> IF C001=1, SKIP TO CX92 IF C001□1, SKIP TO C093 <u>NON-B&B STUDENTS</u> SKIP TO C111		

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Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
C122	Zero indicates "NO" and positive numbers indicate the order of "YES" answers: c22a :403/ 20 : 2 c22b :403/ 22 : 2 c22c :403/ 24 : 2 c22d :403/ 26 : 2 c22e :403/ 28 : 2 Grid control variables: CD22 :403/ 30 : 2 C122 :403/ 32 : 2	Earlier you said that you did not accept all of the financial aid you were awarded during the 1992-93 school year. What were your reasons for not accepting aid?	CODE ALL THAT APPLY -- DO NOT READ ANSWERS 1=LOANS OFFERED, BUT DID NOT WANT DEBT 2=DID NOT NEED ASSISTANCE 3=INTERFERED WITH SCHOOL 4=WORK STUDY OFFERED, LESS THAN COULD BE EARNED AT OTHER JOB 91=OTHER REASON D, R	91=CONTINUE TO CQ2s OTHERWISE, B&B STUDENTS IF C001=1, SKIP TO CX92 IF C001□1, SKIP TO C093 NON-B&B STUDENTS SKIP TO C111	P	ASK ONLY <u>ONCE</u>, EVEN IF AID WAS REFUSED AT MORE THAN 1 SCHOOL
CQ2s	CQ2s :403/ 34 :40 (other specify)	SPECIFY OTHER REASON	RECORD VERBATIM ANSWER	B&B STUDENTS IF C001=1, SKIP TO CX92 IF C001□1, SKIP TO C093 NON-B&B STUDENTS SKIP TO C111		

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
CX92	CX92 :404/ 14 : 1	Previously, you said you (did/did not) receive aid during the 1991 - 92 school year. Prior to July 1, 1991 were you awarded any financial aid for your postsecondary education? Please include offered aid that you received for items such as grants, scholarships, student loans, college work-study, and assistance from an employer or the military. Do not include aid from family, friends or relatives.	1=YES 2=NO D, R	B&B ONLY IF C002 OR C005 OR CX92 = 1, SKIP TO C096; OTHERWISE, SKIP TO CX18	P	
C093	C093 :404/ 15 : 1	Prior to July 1, 1992 did you receive any financial aid for your post- secondary education? Please include offered aid that you received for items such as grants, scholarships, student loans, college work-study, and assistance from an employer or the military. Do not include aid from family, friends or relatives.	1=YES 2=NO D, R	B&B ONLY IF C093=2, D OR R AND C005=1, SKIP TO C111 IF C093=2, D OR R AND C005=2, D OR R SKIP TO CX18 IF C093=1, CONTINUE TO C096	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
C096	C096 :404/ 16 : 1	Of the amount received and accepted by you prior to July 1, 1992, was any of it from... ... grants, scholarships, fellowships or tuition waivers, that is, money you do not have to pay back? Please include any Pell and Supplemental Educational Opportunity (SEOG) grants you received.	1=YES 2=NO D, R	B&B ONLY	P	
C100	C100 :404/ 17 : 1	Some students receive aid through sources other than their school, the federal government, or state government. These other sources of aid may include churches, civic, community, professional or fraternal organizations, high school, an employer, aid from the military or a National Merit Scholarship. Prior to July 1, 1992, did you receive grants, loans, scholarships, or other financial aid awards from any of these sources? Do not include assistantships.	1=YES 2=NO D, R	B&B ONLY CONTINUE TO C111	P	

D-75

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
C111	C111 :404/ 18 : 6	Now I would like you to consider the <u>total</u> amount of money you <u>borrowed</u> for educational purposes up through June, 1993. Up to June 30, 1993, how much money have you borrowed for your undergraduate (graduate) education? Please include any loans from any source, whether or not we have discussed them.	0 1-4999 5000-999990 D, R	IF A014 = 6, 7, 8 OR 92, CONTINUE TO C114 REGARDLESS OF THE RESPONSE TO C111 IF C111 ☐ 0, D OR R <u>AND</u> A014 ☐ 6, 7, 8 OR 92, SKIP TO C116 IF C111 = 0, D OR R <u>AND</u> A014 ☐ 6, 7, 8 OR 92, SKIP TO CX18	P	FLAG FOR PROBE IF > $50,000 FOR GRADUATE/1st PROFESSIONAL STUDENTS; FLAG FOR PROBE IF > $20,000 FOR UNDERGRAD STUDENTS FLAG FOR PROBE AT $5,000 FOR PUBLIC SCHOOL (**SCTL=1**) THAT IS < 4 YEARS (**SLVL = 2 <u>or</u> 3**)
C111 (continued)						FLAG FOR PROBE AT $10,000 FOR PROPRIETARY SCHOOLS (**SCTL=3**), AND PUBLIC 4-YEAR SCHOOLS (**SCTL = 1 <u>and</u> SLVL=1**); FLAG FOR PROBE AT $20,000 FOR PRIVATE, NOT-FOR-PROFIT SCHOOLS (**SCTL=2**)

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
Cjb0	CJb0 :404/ 24 : 1	INTERVIEWER: PLEASE VERIFY THAT THE TOTAL AMOUNT BORROWED BY THE RESPONDENT FOR EDUCATIONAL EXPENSES WAS $[C111].	1=YES, THAT'S CORRECT 2=NO, THAT'S WRONG			
C114	C114 :404/ 25 : 6	Up through June 30, 1993 how much have you borrowed for graduate and/or first-professional education?	0 1-9999 10000-999990 D, R	IF C111 AND C114 = 0, D OR R, SKIP TO CX18 IF C111 OR C114 □ 0, D OR R, CONTINUE TO C116	P	FLAG FOR PROBE IF > $99,999
Cjb4	CJb4 :404/ 31 : 1	INTERVIEWER: VERIFY THAT THE RESPONDENT, THROUGH JUNE 30, 1993, HAS BORROWED $[C114] FOR GRADUATE AND/OR FIRST-PROFESSIONAL EDUCATION.	1=YES, THAT'S CORRECT 2=NO, THAT'S WRONG			
C116	C116 :404/ 69 : 6	Of the $(INSERT C111 AMOUNT + C114 AMOUNT) you borrowed for your (undergraduate) (and/or graduate) education, how much do you still owe?	0 1-999990 D, R NOTE ON TEXT SUBSTITUTIONS: Text substitute "Undergraduate" if A014=1-5 or 91; also, text substitute "And/or graduate" if A014=6-8 or 92.	CONTINUE TO C112	P	
Cjb7	CJb7 :404/ 75 : 1	TOTAL LOAN AMOUNT [C116] EXCEEDS THE TOTAL AMOUNT BORROWED [Cjb6].	ENTER <1> TO GET THE TOTAL LOAN AMOUNT			

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
C112	C112 :404/ 79 : 6	How much of the (INSERT $C116 AMOUNT) (is\was) in <u>federal</u> loans?	0 1 - 999990 D, R **NOTE ON TEXT SUBSTITUTIONS**: Text substitute "was" if C116=0	IF C116=0, SKIP TO CX18 IF C112=0, SKIP TO CX18	P	CANNOT EXCEED C116
Cjb2	CJb2 :405/ 5 : 1	FEDERAL LOAN AMOUNT [C121] EXCEEDS THE TOTAL AMOUNT BORROWED [Cjb6].	ENTER <1> TO GET FEDERAL LOAN AMOUNT.			
C118	C118 :405/ 6 : 6	How much do you owe in federal loans?	0 - 999990 D, R	CONTINUE TO CX18	P	CANNOT EXCEED C112
Cjb8	CJb8 :405/ 12 : 1	INTERVIEWER: THERE IS AN INCONSISTENCY IN THE DATA. THE RESPONDENT OWES $[C118] WHICH IS MORE THAN HE/SHE BORROWED ($[C112]) IN FEDERAL LOANS. Let me verify the information you gave me. you mentioned that you borrowed $[C112] in federal loans. But you owe $[C118] in federal loans?	1=YES, THAT'S CORRECT 2=NO, THE LOAN AMOUNT IS WRONG 3=NO, THE AMOUNT OWED IS WRONG			

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Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
CX18	CX18 :405/ 13 : 1	Like all items in this questionnaire, your decision to answer this next question is voluntary. Your answer will be kept completely confidential, and your name will never be connected with the answer you provide. Are you in default on a federal student loan, or do you owe a refund on a federal student grant?	1=DEFAULT ON FEDERAL LOAN 2=OWE REFUND ON STUDENT GRANT 3=BOTH 4=NEITHER D, R	IF THE STUDENT APPLIED FOR FINANCIAL AID IN THE 1992-93 SCHOOL YEAR (C004▢2), SKIP TO SECTION D	P	
Timestamp	TV19 :322/ 11 : 8 CV19 :322/ 19 : 5	cumulative time cumulative question count				
C120	Zero indicates "NO" and positive numbers indicate the order of "YES" answers: c20a :405/ 14 : 2 c20b :405/ 16 : 2 c20c :405/ 18 : 2 c20d :405/ 20 : 2 c20e :405/ 22 : 2 c20f :405/ 24 : 2 c20g :405/ 26 : 2 c20h :405/ 28 : 2 c20i :405/ 30 : 2 c20j :405/ 32 : 2 Grid control variables: CD20 :405/ 34 : 2 C120 :405/ 36 : 2	What were the reasons you and your family did not apply for financial aid?	CODE ALL THAT APPLY -- DO NOT READ ANSWERS 1=FAMILY AND STUDENT COULD PAY 2=NOT WILLING TO GO INTO DEBT 3=FAMILY INCOME TOO HIGH TO QUALIFY 4=GRADES/TEST SCORES TOO LOW TO QUALIFY 5=TOO HARD TO APPLY FOR AID 6=DID NOT WISH TO DISCLOSE FINANCIAL SITUATION 7=INELIGIBLE SINCE PART-TIME 8=NO MONEY WAS AVAILABLE 9=MISSED DEADLINE FOR APPLICATION 91=ANY OTHER REASON? e=EXIT GRID, ALL DONE	1-9=SKIP TO SECTION D 91=CONTINUE TO Q2ss	P	ASK ONLY IF C004▢1

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
Q2ss	Q2ss :405/ 38 :40	Specify Other Reason	RECORD VERBATIM RESPONSE			
Timestamp	TV20 :322/ 24 : 8 CV20 :322/ 32 : 5	cumulative time cumulative question count				

SECTION D: ADDITIONAL SOURCES OF SUPPORT

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
D001	D001 :405/ 78 : 1	To meet your 1992-'93 education expenses you may have used your own money or money from family or friends. I have some questions about these sources, but first I need to know your marital status. Between July 1, 1992 and June 30, 1993 was your marital status...	1 = Married, 2 = Divorced, 3 = Separated, 4 = Widowed, or 5 = Never been married. D,R		P	
D002	D002 :406/ 19 : 5	Of the funds you used to pay for your 1992-93 educational expenses, how much came from your (and your spouse's) personal savings? [**NOTE ON TEXT SUBSTITUTIONS**: Text substitute "and your spouse's" if D001= 1 or 3.]	0-49999 50000-99990 D,R		P	FLAG FOR PROBE IF > $50,000
DJ02	DJ02 :406/ 24 : 1	INTERVIEWER: PLEASE VERIFY THAT THE RESPONDENT SPENT [D002] FROM THEIR PERSONAL SAVINGS FOR EDUCATIONAL EXPENSES	1=YES, THAT'S CORRECT 2=NO, NEED TO CORRECT THE ANSWER			
D006	D006 :406/ 25 : 1	Are your parents or guardians... *** ADOPTIVE PARENTS ARE CONSIDERED "PARENTS" ***	1 = Married to each other 2 = Divorced or separated from each other *** PARENTS NEVER MARRIED = 2 *** 3 = EITHER ONE OR BOTH DECEASED 4 = NEVER KNEW PARENTS AND/OR NO GUARDIANS (ORPHANAGE, FOSTER HOMES, ETC.) 5 = MALE GUARDIAN ONLY 6 = FEMALE GUARDIAN ONLY D,R	1, 5, OR 6 = SKIP TO D017 2, D, OR R = CONTINUE TO D007 3 = SKIP TO D008 4 = SKIP TO D033	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
D007 AGE CHECK BOX				IF D006 = 1, 5, or 6... ...AND STUDENT IS 30 YEARS OR OLDER (**SAGE ∃ 30**), SKIP TO D019 ...AND STUDENT IS 29 YEARS OR YOUNGER (**SAGE < 30**), SKIP TO D017. ---------------------- IF D006 = 2, D, or R... ... AND STUDENT IS 30 YEARS OR OLDER (**SAGE ∃ 30**), SKIP TO D019 ... AND STUDENT IS 29 YEARS OR YOUNGER (**SAGE < 30**), SKIP TO D013		SAGE = COMPUTED AGE FROM CADE
D008	D008 :406/ 26 : 2	Which one is deceased? *** IF DEATHS ARE RECENT AND THE RESPONDENT DOES NOT WANT TO ANSWER. FURTHER QUESTIONS ABOUT THE DECEASED, USE THE FOLLOWING CODES: ***	91 = SENSITIVE, FATHER'S DEATH 92 = SENSITIVE, MOTHER'S DEATH 93 = SENSITIVE, BOTH PARENT'S DEATH 1 = FATHER 2 = MOTHER 3 = BOTH D,R	1, 2, 3, 91, 92, 93 = CONTINUE TO BOX D010 D OR R = SKIP TO D033		

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks

INSTRUCTION BOX D010				IF D008=1, 2, 91, or 92...
				  ...<u>AND</u> STUDENT IS 30 YEARS OR OLDER (**SAGE ∃ 30**), SKIP TO D033
				  ...<u>AND</u> STUDENT IS 29 YEARS OR YOUNGER (**SAGE < 30**), SKIP TO D011
				
				------------------------- 	
				
				IF D008 = 3 or 93...
				  ...<u>AND</u> STUDENT IS 30 YEARS OR OLDER (**SAGE ∃ 30**), SKIP TO D019
				  ...<u>AND</u> STUDENT IS 29 YEARS OR YOUNGER (**SAGE < 30**), SKIP TO D017
						SAGE = AGE COMPUTED FROM CADE

D011	D011 :406/ 28 : 1	Do you have any legal guardians?	1 = YES 2 = NO D,R	2, D, OR R = SKIP TO D033	P	
D012	D012 :406/ 29 : 1	TYPE OF GUARDIAN:	1 = GUARDIANS 2 = MALE GUARDIAN ONLY 3 = FEMALE GUARDIAN ONLY D,R	1, 2, OR 3 = SKIP TO D017 D OR R = SKIP TO D033	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
D013	D013 :406/ 30 : 1	With which of your parents or guardians do you usually live when you are not in school?	1 = FATHER/MALE GUARDIAN 2 = MOTHER/FEMALE GUARDIAN 3 = HALF WITH FATHER/MALE GUARDIAN AND HALF WITH MOTHER/FEMALE GUARDIAN 4 = NEITHER D,R	1 OR 2 = SKIP TO D020 3, 4, D = SKIP TO D015 R = CONTINUE TO D014	P	
INSTRUCTION BOX D014				IF D006 = R AND D013 = R SKIP TO QUESTION D033; OTHERWISE, ASK D015		
D015	D015 :406/ 31 : 1	Over the past year, which parent or guardian do you think has provided you with the most financial support?	1 = FATHER/MALE GUARDIAN 2 = MOTHER/FEMALE GUARDIAN 3 = EQUAL 4 = NEITHER PARENT/GUARDIAN PROVIDES SUPPORT D,R	1, 2, 3, OR D = SKIP TO D020 4,R = CONTINUE WITH D016	P	"NOTE: **ONLY** ALLOW OPTION 4, IF RESPONDENT LIVES WITH NEITHER PARENT OR GUARDIAN. (D013=4)"
DJ15	DJ15 :406/ 32 : 1	ONLY ALLOW OPTION 4 IF THE RESPONDENT LIVES WITH NEITHER PARENT OR GUARDIAN INCONSISTENCY BETWEEN D013 AND D015 D013: ANSWER TO WHICH PARENT/GUARDIAN THEY LIVE: [D013] D015: ANSWER TO WHICH PARENT PROVIDES THE MOST SUPPORT: [D015]	ENTER <1> AND GET THE ANSWER AGAIN FOR D015			

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	S o ur ce	Range/Consistency Checks
D016	D016 :406/ 33 : 1	Who would you say provided the most support <u>when you were last</u> supported by a parent or guardian?	1 = FATHER/MALE GUARDIAN 2 = MOTHER/FEMALE GUARDIAN 3 = BOTH PARENTS/GUARDIANS 4 = NEVER LIVED WITH PARENTS OR GUARDIANS (FOSTER HOMES, ORPHANAGES, ETC.) D,R	1, 2, OR 3 = SKIP TO D020 4, D, OR R = SKIP TO D033	P	
D017	D017 :407/ 6 : 5	<u>Excluding</u> any loans, how much money (have your parents/guardians/has your mother/female guardian/has your father/male guardian) <u>contributed</u> to your 1992-93 school expenses? (TUITION AND FEES, ROOM AND BOARD, BOOKS AND SUPPLIES, OR OTHER EDUCATION-RELATED EXPENSES WHILE ENROLLED.) <u>PROBE: IF DON'T KNOW: THE NEAREST HUNDRED IS FINE</u>	0-20000 20001-99990 D,R	IF D008=92, ASK D017-D035 ONLY ABOUT THE FATHER. IF D008=91, ASK D017-D035 ONLY ABOUT THE MOTHER.	P	PROBE IF > $50,000 FOR GRADUATE/ 1ST-PROF. STUDENTS (A015=4-7,92)
DJ17	DJ17 :407/ 11 : 1	INTERVIEWER: PLEASE VERIFY THAT THE RESPONDENT'S (PARENTS/GUARDIANS/MOTHER/FEMALE GUARDIAN/FATHER/MALE GUARDIAN) CONTRIBUTED [D017] TOWARDS THE 1992-93 SCHOOL EXPENSES.	1=YES, THAT'S CORRECT 2=NO, THAT'S WRONG			

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
D018	D018 :407/ 12 : 5	How much money in <u>loans</u> have you received from your (parents/guardians/mother/female guardian/father/male guardian) for your 1992-93 school expenses?	0-4999 5000-99990 D,R **<u>PROBE ANSWERS WHEN</u>:** PROBE IF > $50,000 FOR GRADUATE/ 1ST-PROFESSIONAL STUDENTS (A015=4-7,92); PROBE IF > $20,000 FOR UNDERGRAD STUDENTS (A015 < 3) PROBE AT $5,000 FOR PUBLIC SCHOOL (**SCTL = 1**) WHICH ARE < 3 YEARS (**SLVL=2 <u>or</u> 3** ; PROBE AT $10,000 FOR PROPRIETARY SCHOOLS (**SCTL = 3**), AND PUBLIC 4-YR SCHOOLS (**SCTL = 1 <u>and</u> SLVL = 1**); PROBE AT $20,000 FOR PRIVATE, NOT-FOR-PROFIT SCHOOLS (**SCTL = 2**)	ALL RESPONSES SKIP TO D023	P	
DJ18	DJ18 :407/ 17 : 1	INTERVIEWER: PLEASE VERIFY THAT THE RESPONDENT'S (PARENTS/GUARDIANS/MOTHER/FEMALE GUARDIAN/FATHER/MALE GUARDIAN) LOANED $[D018] TOWARDS THE 1992-93 SCHOOL EXPENSES	1=YES, THAT'S CORRECT 2=NO, THAT'S WRONG			
D019	D019 :407/ 18 : 1	Has either of your parents contributed or loaned you money toward your 1992-93 school year expenses?	1 = YES 2 = NO D,R	2,D,R = SKIP TO D033	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
INSTRUCTION BOX D20A				IF D008=91, THEN ASK D020 AND D021 (DO NOT ASK D120 AND D121) IF D008=92, THEN ASK D120 AND D121 (DO NOT ASK D020 AND D021)		
D020 D120	D020 :407/ 19 : 5 D120 :407/ 24 : 5	In answering the following questions please include financial contributions from stepparents, if applicable, in the amounts you report. <u>Excluding</u> any loans, how much money have your (<u>mother/female guardian</u>) and (<u>father/male guardian</u>) contributed to your 1992-93 school expenses? NOTE: MOTHER/FEMALE GUARDIAN APPLIES TO D020. FATHER/MALE GUARDIAN APPLIES TO D120.	0-99990 D,R		P	
D021 D121	D021 :407/ 29 : 5 D121 :407/ 34 : 5	How much money <u>in loans</u> have you received from your (<u>mother/female guardian</u>) and (<u>father/male guardian</u>) for your 1992-93 school expenses? NOTE: MOTHER/FEMALE GUARDIAN APPLIES TO D021. FATHER/MALE GUARDIAN APPLIES TO D121.	0-99990 D,R		P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
D023	D023 :407/ 39 : 1	Between July 1, 1992 and June 30, 1993, did your (parents/guardians/mother/female guardian/father/male guardian) provided you with other forms of support such as housing, meals, clothing, the use of charge cards, or help with automobile payments, repairs or any type of insurance? Do not include any amounts we have already discussed.	1 = YES 2 = NO D,R	2, D, R = SKIP TO D033	P	
DX23	DX23 :407/ 40 : 6	How much do you think it was worth?	0-500 501-99990 D,R	IF >$500, SKIP TO DJ25 IF ≤ $500, SKIP TO D033 D = CONTINUE TO D024 R = SKIP TO D033		
D024	D024 :407/ 46 : 1	Would you estimate it was worth...	1 = $500 or less 2 = More than $500 but less than $1000 3 = At least $1000 but less than $2000 4 = At least $2000 but less than $3000 5 = At least $3000 but less than $4000,or 6 = $4000 or more D,R	1,D,R = SKIP TO D033 OTHERWISE, CONTINUE TO DJ25	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
DJ25	These will have Y or N answers: d25a :407/ 47 : 1 d25b :407/ 48 : 1 d25c :407/ 49 : 1 d25d :407/ 50 : 1 d25e :407/ 51 : 1 d25f :407/ 52 : 1 d25g :407/ 53 : 1 d25h :407/ 54 : 1 Grid control variable: DJ25 :407/ 55 : 1	Did your (parents/guardians/mother/female guardian/father/male guardian) provide you with...	1=housing? 2=Meals? 3=clothing? 4=charge cards? 5=help on automobile loan payments? 6=help on your automobile repair bills? 7=help on any type of insurance including car, health or life insurance? 8=any other type of assistance? (PLEASE SPECIFY) e=EXIT GRID, ALL DONE	8=CONTINUE OTHERWISE, SKIP TO D032	P	
D25a	D25a :407/ 56 :40	SPECIFY OTHER TYPE OF ASSISTANCE	RECORD VERBATIM RESPONSE	CONTINUE TO D032	P	
DL25	DL25 :408/ 16 : 1	I am sorry but I thought you mentioned that your (parents/guardians/mother/female guardian/father/male guardian) provided you with other forms of support such as housing, meals, etc...	1=YES, THAT'S CORRECT 2=NO, THAT'S WRONG			
Timestamp	TV21 :322/ 37 : 8 CV21 :322/ 45 : 5	cumulative time cumulative question count				
INSTRUCTION BOX D032		IF A PARENT OR GUARDIAN PROVIDED <u>NO</u> SUPPORT (D023 □ 1) SKIP D033 - D034 FOR <u>THAT</u> PARENT OR GUARDIAN				
D033	D033 :408/ 17 : 1	Did you (or your parents/guardians/mother/female guardian/father/male guardian) use college prepayment or State-sponsored savings plans to pay for your 1992-93 school year expenses?	1 = YES 2 = NO D,R	2, D, R = SKIP TO DX34	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
D034	D034 :408/ 18 : 2	Was the tuition prepayment plan...	1 = State sponsored 2 = School sponsored 3 = a private plan? 91 = OTHER (SPECIFY:) D, R	1, 2, 3, D, R = SKIP TO DX34	P	
D134	D134 :408/ 20 :50	ENTER OTHER TYPE	RECORD VERBATIM RESPONSE			
DX34	DX34 :408/ 70 : 1	To meet your 1992 - 93 school year expenses, did you or your (parents/guardians/mother/female guardian/father/male guardian) take out a home equity loan, a second mortgage, or refinance any real estate?	1 = YES 2 = NO D, R		P	
D035	D035 :408/ 71 : 1	Did you (or your parents/guardians/mother/female guardian/father/male guardian) use U.S. Savings Bonds to pay for any part of your 1992-93 school year expenses?	1 = YES 2 = NO D, R		P	
D036	D036 :409/ 27 : 5	Excluding loans, how much money have or will other relatives or friends (including your spouse's parents) contribute toward your 1992-93 school expenses? [**NOTE ON TEXT SUBSTITUTIONS**: Text substitute the phrase "including your spouse's parents" if D001 = 1 or 3.]	0-10000 10001-99990 D, R		P	FLAG FOR PROBE IF > $10,000 AT PUBLIC SCHOOL (**SCTL = 1**) $20,000 AT PRIVATE SCHOOL (**SCTL = 2**)
DJ36	DJ36 :409/ 32 : 1	INTERVIEWER: PLEASE VERIFY THAT THE RESPONDENT'S FRIENDS AND RELATIVES CONTRIBUTED $[D036] TOWARDS 1992-93 SCHOOL EXPENSES.	1=YES, THAT'S CORRECT 2=NO, THAT'S WRONG			

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
D037	D037 :409/ 33 : 5	How much money have or will you receive in <u>loans</u> from <u>other</u> relatives or friends (including your spouse's parents) to help pay for your 1992-93 school expenses? [**NOTE ON TEXT SUBSTITUTIONS**: Text substitute the phrase "including your spouse's parents" if D001=1 or 3.]	0-10000 10001-99990 D, R		P	FLAG FOR PROBE IF > $10,000 AT PUBLIC SCHOOL (**SCTL = 1**) $20,000 AT PRIVATE SCHOOL (**SCTL = 2**)
DJ37	DJ37 :409/ 38 : 1	INTERVIEWER: PLEASE VERIFY THAT THE RESPONDENT BORROWED $[D037] FROM FRIENDS AND RELATIVES TO HELP PAY FOR SCHOOL EXPENSES.	1=YES, THAT'S CORRECT 2=NO, THAT'S WRONG			
Timestamp	TV22 :322/ 50 : 8 CV22 :322/ 58 : 5	cumulative time cumulative question count				

SECTION E: EMPLOYMENT

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
EXX1	EXX1 :409/ 39 : 1	Now I would like some information on your recent employment. Did you work for pay at any time between <u>January 1, 1992 and June 30, 1992</u>?	1=YES 2=NO D, R		P	
E001	E001 :409/ 40 : 1	Did you have a job for pay at any time between <u>July 1, 1992 and June 30, 1993</u>?	1=YES 2=NO D, R		P	
E01X	These will have Y or N answers: E1a :409/ 41 : 1 E1b :409/ 42 : 1 E1c :409/ 43 : 1 Grid control variable: E01X :409/ 44 : 1	Between July 1, 1992 and June 30, 1993, did you participate in...	1=an apprenticeship program? 2=a cooperative education program? 3=an internship/practicum program? YES/NO FOR EACH ITEM IN A GRID FORMAT		P	
E01Y	E01Y :409/ 45 : 1	During the 1992-93 school year, did you look for a job, and if a job was offered, were you available to accept it?	1=YES, OFFERED AND AVAILABLE 2=YES, OFFERED BUT NOT AVAILABLE 3=DID NOT LOOK FOR A JOB 4=LOOKED FOR A JOB, BUT NOT OFFERED ONE D,R	IF E001=2,D,R, SKIP TO INSTRUCTION BOX F001	P	
Timestamp	TV26 :323/ 22 : 8 CV26 :323/ 30 : 5	cumulative time cumulative question count				

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
E002	E002 :412/ 51 : 1	What was your job between July 1, 1992 and June 30, 1993? If you held more than one job during this time, give me the job you held the longest. INTERVIEWER: FOR THIS JOB, PLEASE ENTER THE OCCUPATION AND INDUSTRY DESCRIPTIVE TEXT. ALSO SELECT THE APPROPRIATE ITEM FROM THE INDUSTRY/OCCUPATION CODE TABLES. What kind of work were you doing? (EXAMPLE: ELECTRICAL ENGINEER, STOCK CLERK, TYPIST) In what kind of business or industry was that? (EXAMPLE: TV/RADIO MANUFACTURING, RETAIL STORE, INSURANCE)	1=ADD JOB INFO D,R	ASK E002 - E011 FOR THE JOB HELD THE LONGEST BETWEEN JULY 1, 1992 AND JUNE 30, 1993. COLLECT ONLY 1 JOB.	P	
	E12s :409/ 46 : 1 E1OC :409/ 47 : 2 E1OT :409/ 49 :70 E1OZ :410/ 39 :50 E1IC :411/ 9 : 2 E1IT :411/ 11 :70 E1IZ :412/ 1 :50	userexit status code occupation coding occupation verbatim text standard text from the coding dictionary industry coding industry verbatim text standard text from the coding dictionary				
Timestamp	TV27 :323/ 35 : 8 CV27 :323/ 43 : 5	cumulative time cumulative question count				

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
E003	E003 :412/ 52 : 1	What kind of company or organization was that?	1=PRIVATE -- FOR-PROFIT 2=PRIVATE -- NOT-FOR-PROFIT OR NON-PROFIT 3=LOCAL GOVERNMENT 4=STATE GOVERNMENT 5=FEDERAL GOVERNMENT 6=SELF-EMPLOYED IN OWN BUSINESS, PROFESSIONAL PRACTICE, OR FARM (NOT INCORPORATED) 7=SELF-EMPLOYED IN OWN BUSINESS, PROFESSIONAL PRACTICE, OR FARM (INCORPORATED) D,R		P	
E03a	E03A :412/ 53 : 1	How closely was the job related to your major or planned area of study at that time?	1=CLOSELY RELATED 2=SOMEWHAT RELATED 3=NOT RELATED D, R		P	
E004	E004 :412/ 54 :50	What (were/are) your most important activities or duties at this job? EXAMPLE: TYPES, KEEPS ACCOUNT BOOKS, FILES, SELLS CARS, FINISHES CONCRETE, OPERATES PRINTING PRESS	VERBATIM ANSWER CODED 85 SIC/SOC CODES	ASK E004 ONLY IF E002= "UNCODEABLE" OTHERWISE, SKIP TO E005	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
E005	E005 :413/ 24 : 2	In what month and year did (INSERT E002) job start? ENTER MONTH:	1=JANUARY 2=FEBRUARY 3=MARCH 4=APRIL 5=MAY 6=JUNE 7=JULY 8=AUGUST 9=SEPTEMBER 10=OCTOBER 11=NOVEMBER 12=DECEMBER D, R		P	
E05a	E05a :413/ 26 : 2	ENTER YEAR:	50 - 93 D, R			
E006	E006 :413/ 28 : 2	In what month and year did this job end? (JOB IN QUESTION: E002) ENTER MONTH:	1=JANUARY 2=FEBRUARY 3=MARCH 4=APRIL 5=MAY 6=JUNE 7=JULY 8=AUGUST 9=SEPTEMBER 10=OCTOBER 11=NOVEMBER 12=DECEMBER 91= JOB HAS NOT YET ENDED D, R	91,D,R = SKIP TO E007	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
E06a	E06a :413/ 30 : 2	ENTER YEAR:	19<92 - 93> D, R			
EN06	EN06 :413/ 32 : 1	INTERVIEWER: THERE IS AN INCONSISTENCY WITH THE DATA. THE JOB STARTING DATE [E005]/E05a] IS LATER THAN THE JOB ENDING DATE[E006]/[E06a]	1=CORRECT THE STARTING AND ENDING DATES 2=CORRECT THE ENDING DATE			
E007	E007 :413/ 39 : 2	Approximately how many hours a week (do/did) you work at this job? (JOB IN QUESTION: E002)	1 - 80 D, R		P	
INSTRUCTION BOX E008				IF C052=2,D,or R, THEN SKIP TO E010; OTHERWISE, CONTINUE		
E009	E009 :413/ 41 : 1	Was this job offered through the College Work-Study program at SAMPLE SCHOOL? (JOB IN QUESTION: E002)	1=YES 2=NO D, R		P	
E010	E010 :413/ 42 : 1	(Was/Is) this job related to your current major or area of study? (JOB IN QUESTION: E002)	1=YES 2=NO D, R		P	
E011	E011 :413/ 43 : 1	(Was/Is) this job on or off campus? (JOB IN QUESTION: E002)	1=ON CAMPUS 2=OFF CAMPUS D, R		P	
E012	E012 :413/ 44 : 2	How many other jobs for pay did you hold at any time between July 1, 1992 and June 30, 1993?	0 1-15 D, R		P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
EJ12	EJ12 :413/ 46 : 3	While you were attending classes, what was the average number of hours you worked per week?	0-160 D,R			
EL12	EL12 :413/ 49 : 1	INTERVIEWER: THERE MIGHT BE A DISCREPANCY. THE RESPONDENT MENTIONED THAT THEY WORKED [E007] HOURS PER WEEK AS "(E002)" BUT WORKED ONLY [EJ12] HOURS AT ALL JOBS!	1=CHANGE THE NUMBER OF HOURS AT [E002] 2=CHANGE THE AVERAGE NUMBER OF HOURS AT ALL JOBS 3=THE ANSWERS ARE CORRECT, CONTINUE.			
E013	E013 :413/ 50 : 6	Between July 1, 1992 and June 30, 1993, what was your total income from all jobs? Please include any college work-study and/or assistantships.	0 - 999990 D, R	NON-B&B = SKIP TO BOX F001 AFTER ASKING E013	P	
EX14	EX14 :413/ 56 : 1	Have you attempted to change jobs , or obtain a job, as a result of degree completion?	1=YES 2=NO D, R	B&B ONLY 2, D, R = SKIP TO BOX F001		

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
EJ14	Zero indicates "NO" and positive numbers indicate the order of "YES" answers: e14a :413/ 57 : 2 e14b :413/ 59 : 2 e14c :413/ 61 : 2 e14d :413/ 63 : 2 e14e :413/ 65 : 2 e14f :413/ 67 : 2 e14g :413/ 69 : 2 e14h :413/ 71 : 2 e14i :413/ 73 : 2 e14j :413/ 75 : 2 e14k :413/ 77 : 2 e14l :413/ 79 : 2 e14m :414/ 1 : 2 e14n :414/ 3 : 2 Grid control variables: EC14 :414/ 5 : 2 EJ14 :414/ 7 : 2	What did you do to try to find a job?	CODE ALL THAT APPLY: 1=SENT OUT RESUMES 2=WENT TO CAMPUS JOB PLACEMENT OFFICE 3=LOOKED THROUGH WANT ADS 4=ASKED FRIENDS 5=ASKED FAMILY 6=ASKED PROFESSORS 7=ATTENDED RECRUITING FAIRS 8=DID VOLUNTEER WORK IN FIELD 9=LOOKED AT JOB BOARDS IN UNEMPLOYMENT OFFICE 10=CONTACTED "HEAD HUNTERS"/EMPLOYMENT AGENCY/PROFESSIONAL RECRUITER 11=PLACED WANT AD 12=SUBSCRIBED TO TRADE JOURNALS 60=NOTHING 91=OTHER (SPECIFY:) e=EXIT GRID, ALL DONE	B&B ONLY 91=CONTINUE TO EJ15, OTHERWISE SKIP TO BOX F001	P	
EJ15	EJ15 :414/ 9 :50	Specify Other	RECORD VERBATIM ANSWER	B&B ONLY		
Timestamp	TV28 :323/ 48 : 8 CV28 :323/ 56 : 5	cumulative time cumulative question count				

SECTION F: EDUCATIONAL EXPECTATIONS/STUDENT CHARACTERISTICS

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
Instruction Box F001				<u>B&B STUDENTS</u> SKIP TO FJ01 <u>NON-B&B STUDENTS</u> SKIP TO F010		
FJ01	These will have Y or N answers: f01a :414/ 68 : 1 f01b :414/ 69 : 1 f01c :414/ 70 : 1 f01d :414/ 71 : 1 f01e :414/ 72 : 1 f01f :414/ 73 : 1 f01g :414/ 74 : 1 f01h :414/ 75 : 1 f01i :414/ 76 : 1 Grid control variable: FJ01 :414/ 77 : 1	Now I'm going to ask you some questions about your satisfaction with your undergraduate education at SAMPLE SCHOOL. Please tell me, were you satisfied with... ... the ability of most of the instructors at SAMPLE SCHOOL? ... the classroom buildings, library, and equipment? ... the intellectual life of the school? ... the course curriculum? ... the social life? ... your intellectual growth? ... the education you received, considering the overall cost to attend the school? ... the reputation of the school compared to similar postsecondary institutions? ... the security measures taken by the school to ensure the safety of its students?	1=YES 2=NO (YES OR NO RECORDED FOR EACH ITEM)	B&B ONLY ALL RESPONSES SKIP TO F10A	P	
F010	F010 :414/ 78 : 1	Please tell me were you satisfied with the security measures taken by SAMPLE SCHOOL to ensure the safety of its students?	1=YES 2=NO D,R	NON-B&B ONLY CONTINUE TO F10A	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
F10A	F10A :414/ 79 : 1	How of often were you concerned for your personal safety at SAMPLE SCHOOL. Were you...	1=never concerned 2=sometimes concerned, or 3=often concerned for your safety? D, R	<u>B&B STUDENTS</u> CONTINUE TO FJ11 <u>NON-B&B STUDENTS</u> IF A014=6,7,8,92 THEN SKIP TO FX19 IF A014☐6,7,8,92 THEN SKIP TO F047	P	
Timestamp	TV31 :324/ 7 : 8 CV31 :324/ 15 : 5	cumulative time cumulative question count				
FJ11	FJ11 :414/ 80 : 1	The next few questions are about the services that you might have used while attending SAMPLE SCHOOL. INTERVIEWER: PLEASE ENTER THE RESPONSES IN THE USEREXIT.	1=ENTER THE USEREXIT			

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
F011	Ever used? f11a :415/ 1 : 1 f11b :415/ 2 : 1 f11c :415/ 3 : 1 f11d :415/ 4 : 1 f11e :415/ 5 : 1 f11f :415/ 6 : 1 f11g :415/ 7 : 1 satisfaction rating: f12a :415/ 8 : 1 f12b :415/ 9 : 1 f12c :415/ 10 : 1 f12d :415/ 11 : 1 f12e :415/ 12 : 1 f12f :415/ 13 : 1 f12g :415/ 14 : 1 Used in 1992-93?: f13a :415/ 15 : 1 f13b :415/ 16 : 1 f13c :415/ 17 : 1 f13d :415/ 18 : 1 f13e :415/ 19 : 1 f13f :415/ 20 : 1 f13g :415/ 21 : 1	As I read the following list of services, please tell me whether you <u>ever</u> used the service at SAMPLE SCHOOL: ... personal counseling services? ... academic counseling services? ... financial aid counseling services? ... career or job counseling services? ... job placement services? ... cultural, music, art, and/or drama facilities? ... sports and recreation facilities? FOR EACH SERVICE USED: Were you satisfied with the (INSERT TYPE OF SERVICE)? FOR EACH SERVICE USED: Did you use the (INSERT SERVICE) during the 1992-93 year?	1=USED 2=DID NOT USE D,R 1=YES, SATISFIED 2=NO, NOT SATISFIED D,R 1=YES, USED DURING THE 1992-93 YEAR 2=NO, DID NOT USE DURING THE 1992-93 YEAR D,R	B&B ONLY	P	
Timestamp	TV32 :324/ 20 : 8 CV32 :324/ 28 : 5	cumulative time cumulative question count				

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
FX19	FX19 :415/ 51 : 1	Have you taken or do you plan to take any graduate school admissions tests?	1=HAVE TAKEN 2=NO 3=PLAN TO TAKE D, R	2, D, R = SKIP TO F047		
FJ19	FJ19 :415/ 64 : 1	GRADUATE AND PROFESSIONAL TESTS USER EXIT (F019CLIP) INTERVIEWER: PLEASE ENTER THE RESPONSES IN THE USEREXIT.	1=ENTER THE USEREXIT			
F019 **(FJ19_UXT)**	Test taken or not: f19a :415/ 65 : 1 (GRE) f19b :415/ 66 : 1 (NTE) f19c :415/ 67 : 1 (MAT) f19d :415/ 68 : 1 (DAT) f19e :415/ 69 : 1 (GMAT) f19f :415/ 70 : 1 (LSAT) f19g :415/ 71 : 1 (MCAT) f19h :415/ 72 : 1 (STE) f19i :415/ 73 : 1 (OTHER) F219 :415/ 74 :50 (OTHER SPECIFY)	As I read the following list of graduate and professional tests please tell me whether or not you have taken, or plan to take, the test: ... Graduate Record Exam (GRE)? ... National Teacher's Exam (NTE)? ... Miller's Analogy Test (MAT)? ... Dental Admissions Test (DAT)? ... Graduate Management Admissions Test (GMAT)? ... Law School Admissions Test (LSAT)? ... Medical College Admissions Test (MCAT)? ... State Teacher Exam (STE) in any state? ... MCAT Writing Test? ... Any other test (SPECIFY:)?	1=HAVE TAKEN 2=NO 3=PLAN TO TAKE D, R	ASK F019 FOR ALL TESTS; THEN ASK F020 FOR EACH TEST THAT=1 OR 3 AT F019. IF ALL TESTS AT F019=2, D OR R SKIP TO F047	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks

F020
 	
(FJ19_UXT)
	If taken or plan to take:
	f20a :416/ 44 : 2
	  (GRE - month)
	f20b :416/ 46 : 2
	  (NTE - month)
	f20c :416/ 48 : 2
	  (MAT - month)
	f20d :416/ 50 : 2
	  (DAT - month)
	f20e :416/ 52 : 2
	  (GMAT - month)
	f20f :416/ 54 : 2
	  (LSAT - month)
	f20g :416/ 56 : 2
	  (MCAT - month)
	f20h :416/ 58 : 2
	  (STE - month)
	f20i :416/ 60 : 2
	  (OTHER - month)
	
	f20j :416/ 62 : 2
	  (GRE - year)
	f20k :416/ 64 : 2
	  (NTE - year)
	f20l :416/ 66 : 2
	  (MAT - year)
	f20m :416/ 68 : 2
	  (DAT - year)
	f20n :416/ 70 : 2
	  (GMAT - year)
	f20o :416/ 72 : 2
	  (LSAT - year)
	f20p :416/ 74 : 2
	  (MCAT - year)
	f20q :416/ 76 : 2
	  (STE - year)
	f20r :416/ 78 : 2
	  (OTHER - year)
		In what month and year (did you/do you plan to) take the (GRE/NTE/MAT/DAT/GMAT/LSAT/MCAT/MCATWT/STE/OTHER TEST)?	1-12 = MONTH (JANUARY - DECEMBER)
			50-94 = YEAR
			
			D, R
			
			NOTES ON TEXT SUBSTITUTIONS:
			READ "DID YOU" WHEN F019 = 1, AND "DO YOU PLAN" WHEN F019 = 3
				ASK ONLY FOR TESTS WHICH = 1 OR 3 IN F019
				
				THEN EXCEPT FOR THE GRE, ASK F021 FOR EACH TEST THAT = 1 IN F019.
					P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks

F021
 	
(FJ19_UXT)
	If taken:
	f21b :417/ 12 : 4
	  (NTE - score)
	f21c :417/ 16 : 4
	  (MAT - score)
	f21d :417/ 20 : 4
	  (DAT - score)
	f21e :417/ 24 : 4
	  (GMAT - score)
	f21f :417/ 28 : 4
	  (LSAT - score)
	f21g :417/ 32 : 4
	  (MCAT - score)
	mcat :417/ 36 : 1
	  (mcat writing test)
	f21h :417/ 37 : 4
	  (STE - score)
	f21i :417/ 41 : 4
	  (OTHER - score)
		What was your total or composite score on the (NTE/MAT/DAT/GMAT/LSAT/MCAT/STE/MCATWT/OTHER TEST)?	SCORE:
			(4 columns)
			
			D, R
				ASK <u>ONLY</u> FOR TESTS WHICH = 1 IN F019. DO <u>NOT</u> ASK FOR THE GRE.
				
				IF GRE IN F019=1, CONTINUE TO FX21 AFTER ASKING F021; OTHERWISE, SKIP TO F047.
					P	

FX21
 	
(FJ19_UXT)
	f21v :416/ 80 : 4
	  (GRE - verbal score)
	f21m :417/ 4 : 4
	  (GRE - analytical score)
	f21q :417/ 8 : 4
	  (GRE - quantitative score)
		What was your score on the...
		
		...verbal component of the GRE?
		...analytical component of the GRE?
		...quantitative component of the GRE?
			ENTER RESPONDENT SCORE FOR EACH COMPONENT:
			
			VERBAL:
			ANALYTICAL:
			QUANTITATIVE:
			
			D,R
					P	EACH SCORE MUST BE BETWEEN 200-800

Timestamp	TV33 :324/ 33 : 8 CV33 :324/ 41 : 5	cumulative time cumulative question count				

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
F047	F047 :417/ 55 : 1	What is the <u>highest</u> level of education you expect to complete at SAMPLE SCHOOL?	1=NO DEGREE OR CERTIFICATE, PLAN TO TRANSFER 2=NO DEGREE OR CERTIFICATE, OTHER 3=CERTIFICATE, LICENSE 4=ASSOCIATE'S DEGREE 5=BACHELOR'S DEGREE (4-5 YEAR DEGREE) 6=MASTER'S DEGREE OR EQUIVALENT 7=DOCTORATE (EXAMPLE: PhD., EdD.) 8=FIRST <u>PROFESSIONAL</u> DEGREE (CHIROPRACTIC, DENTISTRY, MEDICINE, VETERINARY MEDICINE, OPTOMETRY, OSTEOPATHY, PHARMACY, PODIATRY, LAW, THEOLOGY) D, R	ASK <u>ALL</u> Rs	P	
F048	F048 :417/ 56 : 1	What is the highest level of education you <u>ever</u> expect to complete?	1=CERTIFICATE OR OTHER FORMAL AWARD FOR VOCATIONAL PROGRAMS 2=ASSOCIATE'S DEGREE 3=BACHELOR'S DEGREE (4-5 YEAR DEGREE) 4=MASTER'S DEGREE OR EQUIVALENT 5=DOCTORATE (EXAMPLE: PhD., EdD.) 6=FIRST <u>PROFESSIONAL</u> DEGREE (CHIROPRACTIC, DENTISTRY, MEDICINE, VETERINARY MEDICINE, OPTOMETRY, OSTEOPATHY, PHARMACY, PODIATRY, LAW, THEOLOGY) D, R	ASK <u>ALL</u> Rs	P	LEVEL OF EDUCATION CANNOT BE LESS THAN INDICATED AT F047

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
F049	F049 :418/ 58 : 1	For the next 12 months do you plan to be... (ANY ASSISTANTSHIPS AND COLLEGE WORK STUDY SHOULD BE COUNTED AS **WORKING**)	1=enrolled in school only 2=working at a job only 3=both working and attending school 4=or something else? D, R (IF "SOMETHING ELSE" INCLUDES TRAVELLING AND NO ENROLLMENT, THEN IT MIGHT BE CODED AS A "2" IF YOU DETERMINE THAT THE RESPONDENT WILL ALSO BE WORKING WHILE TRAVELLING)	ASK <u>ALL</u> Rs <u>NON-B&B STUDENTS</u>: 1, 2, 4, D, R = SKIP TO SECTION G 3 = CONTINUE WITH FX49 <u>B&B STUDENTS</u>: 1=SKIP TO F050 2=SKIP TO F083 3=CONTINUE WITH FX49 4, D, OR R = SKIP TO F087, <u>UNLESS</u> F048 = 03 --> THEN SKIP TO F083	P	
FX49	FX49 :418/ 59 : 1	Do you see yourself <u>primarily</u> as ...	1=a full-time student going to work 2=a part-time student going to work 3=a full-time worker going to school 4=a part-time worker going to school D, R	ASK <u>ALL</u> Rs, IF F049 = 3 <u>NON-B&B STUDENTS</u> SKIP TO SECTION G AFTER FX49 B&B-CONTINUE WITH F050	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
F050, Part 1	F050 :418/ 60 : 2	In what type of program (do you expect to be/are you) enrolled during the 1993-94 school year?	UNDERGRADUATE 1=ASSOCIATE'S DEGREE 2=BACHELOR'S DEGREE 3=POST-BACCALAUREATE CERTIFICATE GRADUATE/PROFESSIONAL 4=MASTER'S DEGREE 5=DOCTORAL DEGREE 6=FIRST PROFESSIONAL DEGREE (CHIROPRACTIC, DENTISTRY, MEDICINE, VETERINARY MEDICINE, OPTOMETRY, OSTEOPATHY, PHARMACY, PODIATRY, LAW, THEOLOGY) OTHER CERTIFICATES/LICENSES 7=BEAUTICIAN LICENSE 8=CERTIFIED PUBLIC ACCOUNTANT 9=COMPUTER PROGRAMMER/SERVICE TECHNICIAN CERTIFICATE 10=CONSTRUCTION LICENSE n=NEXT SCREEN D,R	B&B ONLY 1-3,7-24,D,R=SKIP TO F083 IF F049=3, OR SKIP TO F087 IF F049=1; 4,5,6=SKIP TO F053	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
FJ50	F050 :418/ 60 : 2		OTHER CERTIFICATES/LICENSES 11=DAYCARE CENTER OPERATOR LICENSE 12=FOOD SERVICE LICENSE 13=HAM RADIO OPERATOR LICENSE 14=MACHINE OPERATOR LICENSE 15=MECHANIC'S LICENSE (AUTOMOBILE, MACHINERY) 16=MEDICAL/DENTAL TECHNICIAN CERTIFICATE 17 PILOT LICENSE 18=PROTECTIVE SERVICES LICENSE 19=REAL ESTATE LICENSE 20=SCIENCE (LAB) TECHNICIAN CERTIFICATE 21 VEHICLE LICENSE (TAXI, TRUCK DRIVER, BUS) 22=VETERINARY ASSISTANT CERTIFICATE OTHER 23=OTHER DEGREE, LICENSE OR CERTIFICATION 24=NON-DEGREE PROGRAM p=PREVIOUS SCREEN D,R			

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
F053	F053 :418/ 62 : 2	In what year did you first contact any graduate or professional school for admission information?	85-89 90-93 00 = HAVEN'T YET D, R	B&B ONLY 00=SKIP TO F083 ----------------------- **PLEASE NOTE**: The skip pattern above reflects what the CATI system was actually doing. The original specification for this skip pattern was: 00=SKIP TO F083 IF F049=3; OTHERWISE, SKIP TO F087 IF F049=1.	P	
F055	F055 :418/ 65 : 2	In what month and year did you first apply to a graduate or professional school? MONTH:	1=JANUARY 2=FEBRUARY 3=MARCH 4=APRIL 5=MAY 6=JUNE 7=JULY 8=AUGUST 9=SEPTEMBER 10=OCTOBER 11=NOVEMBER 12=DECEMBER 00=HAVEN'T YET D, R	B&B ONLY 00 = SKIP TO F056	P	CAN NOT BE BEFORE DATE IN F053

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
F255	F255 :418/ 67 : 2	YEAR:	89-93 D, R	B&B ONLY	P	
F455	F455 :418/ 69 : 1	APPLICATION DATE IS BEFORE ADMISSION INFORMATION DATE	ENTER <1> TO CONTINUE			
Timestamp	TV34 :324/ 46 : 8 CV34 :324/ 54 : 5	cumulative time cumulative question count				
F056	F056 :418/ 70 : 2	How many schools have you or will you apply to?	0 1-90 D, R	B&B ONLY 00,R=SKIP TO F087 IF F049=4,D,R OR F083 IF F049=1,2,3. --------------------- **PLEASE NOTE:** The skip pattern above reflects what the CATI system was actually doing. The original specification for this skip pattern was: 00,R=SKIP TO F083 IF F049=3 OR F087 IF F049=1	P	
FJ56	FJ56 :418/ 72 : 1	Next, I will need to ask about your choices for graduate of professional school. INTERVIEWER: PLEASE ENTER THE RESPONSES IN THE USEREXIT	1=ENTER THE USEREXIT	B&B ONLY		

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
FJ57 **(Part of FJ57_UXT)**	FI57 :418/ 79 : 6 (IPEDS code) F057 :419/ 32 :50 (school name)	What was your first choice graduate or professional school?		B & B ONLY CONDUCT IPEDS CODING OF THE SCHOOL. IF SCHOOL IS NOT IPEDS CODEABLE, ASK F57A	P	
F57A, part 1 **(Part of FJ57_UXT)**	F57L :419/ 5 : 2	[SCHOOL NAME from FJ57] is best described as:	1=A UNIVERSITY OR 4-YEAR COLLEGE 2=A 2- OR 3-YEAR JUNIOR COLLEGE, COMMUNITY COLLEGE, OR TECHNICAL/VOCATIONAL SCHOOL 3=A LESS THAN 2-YEAR VOCATIONAL, TECHNICAL, OR OCCUPATIONAL SCHOOL OR COLLEGE 4=SOME OTHER TYPE OF SCHOOL	B&B ONLY		
F57A, part 2 **(Part of FJ57_UXT)**	F58c :419/ 7 : 2	[SCHOOL NAME from FJ57] is best described as:	1=A PUBLIC SCHOOL 2=A PRIVATE, NONPROFIT OR NOT-FOR-PROFIT SCHOOL 3=A PROPRIETARY OR PRIVATE, FOR-PROFIT SCHOOL	B&B ONLY		
F57A, part 3 **(Part of FJ57_UXT)**	F58d :419/ 9 : 1	Does [SCHOOL NAME from FJ57] have a meal plan?	1=YES 2=NO	B&B ONLY		
F57A, part 4 **(Part of FJ57_UXT)**	F57a :420/ 2 :30 F57b :420/ 32 :30 F58a :419/ 12 :20 F58b :419/ 10 : 2 F57c :420/ 62 : 5	Address of [SCHOOL NAME from FJ57]: STREET ADDRESS LINE 1 STREET ADDRESS LINE 2 CITY STATE ZIP	street address lines = 30 chars apiece city = 20 chars state = 2 chars zip = 5 chars	B&B ONLY		

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
F059 **(Part of FJ57_UXT)**	F059 :420/ 67 : 1	Were you accepted by [SCHOOL NAME FROM FJ57]?	1=YES 2=NO 3=HAVEN'T HEARD YET/DON'T KNOW R	B&B ONLY IF F059=2 OR R <u>AND</u> F056>1, THEN SKIP TO FJ65 IF F059=2 OR R <u>AND</u> F056=1, SKIP TO F083 IF F049=3; OTHERWISE, SKIP TO F087 IF F049=1. 1,3=CONTINUE	P	
F061 **(Part of FJ57_UXT)**	F061 :420/ 68 : 1	Are you now or will you be attending [SCHOOL NAME FROM FJ57] for graduate or professional school?	1=YES/YES IF ACCEPTED 2=NO D, R	B&B ONLY 2,D R = SKIP TO F063	P	
F062 **(Part of FJ57_UXT)**	F062 :420/ 69 : 2	When did you or will you start graduate or professional school at [SCHOOL NAME FROM FJ57]? MONTH:	1=JANUARY 2=FEBRUARY 3=MARCH 4=APRIL 5=MAY 6=JUNE 7=JULY 8=AUGUST 9=SEPTEMBER 10=OCTOBER 11=NOVEMBER 12=DECEMBER D, R	B&B ONLY	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
F262 **(Part of FJ57_UXT)**	F262 :420/ 71 : 2	YEAR:	19<92-97> D, R	B&B ONLY	P	
F063 **(Part of FJ57_UXT)**	F063 :420/ 73 : 1	Did you apply for financial aid at [SCHOOL NAME FROM FJ57] for your graduate or professional studies? Please include research and teaching assistantships.	1=YES 2=NO D, R	B&B ONLY IF F063=2,D,R <u>AND</u> F056>1 THEN SKIP TO FJ65 IF F063=2,D,R <u>AND</u> F056=1 <u>AND</u> F061=1, THEN SKIP TO INSTRUCTION BOX F80A; OTHERWISE, IF F063=2,D,R <u>AND</u> F056=1 <u>AND</u> F061 □1, SKIP TO F083 IF F049=3 <u>OR</u> F087 IF F049=1 1=CONTINUE	P	
F064 **(Part of FJ57_UXT)**	F064 :420/ 74 : 1	Have you been awarded or offered financial aid at [SCHOOL NAME FROM FJ57]? Please include research and teaching assistantships.	1=YES 2=NO 3=HAVEN'T HEARD YET/DON'T KNOW R	B&B ONLY IF F056>1, THEN CONTINUE TO FJ65 IF F056=1 <u>AND</u> F061=1, SKIP TO INSTRUCTION BOX F80A; OTHERWISE, IF F056=1 <u>AND</u> F061□1, SKIP TO F083 IF F049=3 <u>OR</u> F087 IF F049=1	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
FJ65 **(Part of FJ57_UXT)**	FI65 :420/ 75 : 6 (IPEDS code) F065 :421/ 28 :50 (school name)	What was your second choice graduate or professional school?		B&B ONLY CONDUCT IPEDS CODING OF THIS SCHOOL. IF SCHOOL IS NOT IPEDS CODEABLE, ASK F65A	P	
F65A, part 1 **(Part of FJ57_UXT)**	F65L :421/ 1 : 2	[SCHOOL NAME FROM FJ65] is best described as:	1=A UNIVERSITY OR 4-YEAR COLLEGE 2=A 2- OR 3-YEAR JUNIOR COLLEGE, COMMUNITY COLLEGE, OR TECHNICAL/VOCATIONAL SCHOOL 3=A LESS THAN 2-YEAR VOCATIONAL, TECHNICAL, OR OCCUPATIONAL SCHOOL OR COLLEGE 4=SOME OTHER TYPE OF SCHOOL	B&B ONLY	P	
F65A, part 2 **(Part of FJ57_UXT)**	F66c :421/ 3 : 2	[SCHOOL NAME from FJ65] is best described as:	1=A PUBLIC SCHOOL 2=A PRIVATE, NONPROFIT OR NOT-FOR-PROFIT SCHOOL 3=A PROPRIETARY OR PRIVATE, FOR-PROFIT SCHOOL	B&B ONLY	P	
F65A, part 3 **(Part of FJ57_UXT)**	F66d :421/ 5 : 1	Does [SCHOOL NAME from FJ65] have a meal plan?	1=YES 2=NO	B&B ONLY	P	
F65A, part 4 **(Part of FJ57_UXT)**	F65a :421/ 78 :30 F65b :422/ 28 :30 F66a :421/ 8 :20 F66b :421/ 6 : 2 F65c :422/ 58 : 5	Address of [SCHOOL NAME from FJ65]: STREET ADDRESS LINE 1 STREET ADDRESS LINE 2 CITY STATE ZIP	street address lines = 30 chars apiece city = 20 chars state = 2 chars zip = 5 chars	B&B ONLY	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
F067 (**Part of FJ57_UXT**)	F067 :422/ 63 : 1	Were you accepted by (INSERT SCHOOL NAME FROM FJ65)?	1=YES 2=NO 3=HAVEN'T HEARD YET\DON'T KNOW R	B&B ONLY IF F067=2,R AND F056>2, THEN SKIP TO F073; IF F067=2,R AND F056⪈2 AND F061□1, SKIP TO F083 IF F049=3 OR F087 IF F049=1 OTHERWISE, IF F067=2,R AND F056⪈2 AND F061=1, THEN SKIP TO INSTRUCTION BOX F80A 1,3=CONTINUE	P	
F069 (**Part of FJ57_UXT**)	F069 :422/ 64 : 1	Will you be attending (INSERT SCHOOL NAME FROM FJ65) for graduate or professional school?	1=YES OR YES, IF ACCEPTED 2=NO D, R	B&B ONLY 2, D, R = SKIP TO F071	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
F070 **(Part of FJ57_UXT)**	F070 :422/ 65 : 2	In what month and year did you or will you be starting graduate or professional school? MONTH:	1=JANUARY 2=FEBRUARY 3=MARCH 4=APRIL 5=MAY 6=JUNE 7=JULY 8=AUGUST 9=SEPTEMBER 10=OCTOBER 11=NOVEMBER 12=DECEMBER D, R	B&B ONLY	P	
F270 **(Part of FJ57_UXT)**	F270 :422/ 67 : 2	YEAR:	19<92-97> D, R	B&B ONLY	P	
F071 **(Part of FJ57_UXT)**	F071 :422/ 69 : 1	Did you apply for financial aid at (INSERT SCHOOL NAME FROM FJ65) for your graduate or professional studies? Please include research and teaching assistantships.	1=YES 2=NO D, R	B&B ONLY IF F071=2,D,R <u>AND</u> F056>2, THEN SKIP TO F073; OTHERWISE, SKIP TO INSTRUCTION BOX F80A IF F061 <u>OR</u> F069=1; IF F061□1 <u>AND</u> F069□1, SKIP TO F083 IF F049=3 <u>OR</u> F087 IF F049=1 1=CONTINUE	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
F072 (**Part of FJ57_UXT**)	F072 :422/ 70 : 1	Have you been awarded or offered financial aid at (INSERT SCHOOL NAME FROM FJ65)?	1=YES 2=NO D, R	B&B ONLY CONTINUE TO F073	P	
F073 (**Part of FJ57_UXT**)	F073 :418/ 76 : 2	At how many schools were you accepted? ENTER # OF SCHOOLS	0 - 99 D, R	B&B ONLY IF F061 OR F069=1, SKIP TO INSTRUCTION BOX F80A IF F073=0, THEN SKIP TO F083 IF F049=3 OR F087 IF F049=1 IF F073=1 AND (F059 OR F067=1), THEN SKIP TO F083 IF F049=3 OR F087 IF F049=1 IF F073=2 AND (F059 AND F067=1), THEN SKIP TO F083 IF F049=3 OR F087 IF F049=1 IF F073>2 AND (F061 AND F069=2,D,R) OR NONE OF THE ABOVE CONDITIONS ARE TRUE, THEN SKIP TO F074	P	CANNOT BE > F056

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
Instruction Box F73A **(Part of FJ57_UXT)**				IF F073 > THE NUMBER OF SCHOOLS RESPONDENT APPLIED TO (F056) RETURN TO F073 OTHERWISE, CONTINUE TO F074		
F074 **(Part of FJ57_UXT)**	F074 :418/ 78 : 1	Do you plan to attend any other graduate or professional school?	1=YES 2=NO D,R	B&B ONLY 2,D,R=SKIP TO F083 IF F049=3 <u>OR</u> F087 IF F049=1 1=CONTINUE TO FJ75	P	
FJ75 **(Part of FJ57_UXT)**	FI75 :422/ 71 : 6 (IPEDS code) F075 :423/ 24 :50 (school name)	What is this other graduate or professional school?	RECORD VERBATIM ANSWER SYSTEM WILL CODE SCHOOL BY IPEDS CODE IF POSSIBLE	B&B ONLY IF IPEDS CODED DURING THE INTERVIEW, SKIP TO F077 IF NOT IPEDS CODED, CONTINUE TO F076	P	
F75A, part 1 **(Part of FJ57_UXT)**	F75L :422/ 77 : 2	[SCHOOL NAME FROM FJ75] is best described as:	1=A UNIVERSITY OR 4-YEAR COLLEGE 2=A 2- OR 3-YEAR JUNIOR COLLEGE, COMMUNITY COLLEGE, OR TECHNICAL/VOCATIONAL SCHOOL 3=A LESS THAN 2-YEAR VOCATIONAL, TECHNICAL, OR OCCUPATIONAL SCHOOL OR COLLEGE	B&B ONLY	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
			4=SOME OTHER TYPE OF SCHOOL			
F75A, part 2 **(Part of FJ57_UXT)**	F76c :422/ 79 : 2	[SCHOOL NAME from FJ75] is best described as:	1=A PUBLIC SCHOOL 2=A PRIVATE, NONPROFIT OR NOT-FOR-PROFIT SCHOOL 3=A PROPRIETARY OR PRIVATE, FOR-PROFIT SCHOOL	B&B ONLY	P	
F75A, part 3 **(Part of FJ57_UXT)**	F76d :423/ 1 : 1	Does [SCHOOL NAME from FJ75] have a meal plan?	1=YES 2=NO	B&B ONLY	P	
F75A, part 4 **(Part of FJ57_UXT)**	F75a :423/ 74 :30 F75b :424/ 24 :30 F76a :423/ 4 :20 F76b :423/ 2 : 2 F75c :424/ 54 : 5	Address of [SCHOOL NAME from FJ75]: 　STREET ADDRESS LINE 1 　STREET ADDRESS LINE 2 　CITY 　STATE 　ZIP	street address lines = 30 chars apiece city = 20 chars state = 2 chars zip = 5 chars	B&B ONLY	P	
F077 **(Part of FJ57_UXT)**	F077 :424/ 59 : 2	In what month and year did you or will you be starting? MONTH:	1=JANUARY 2=FEBRUARY 3=MARCH 4=APRIL 5=MAY 6=JUNE 7=JULY 8=AUGUST 9=SEPTEMBER 10=OCTOBER 11=NOVEMBER 12=DECEMBER D, R	B&B ONLY	P	
F277 **(Part of FJ57_UXT)**	F277 :424/ 61 : 2	YEAR:	19<92-97> D, R	B&B ONLY	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
F078 (Part of FJ57_UXT)	F078 :424/ 63 : 1	Did you apply for financial aid at [SCHOOL NAME IN FJ75]? Please include research and teaching assistantships.	1 = YES 2 = NO D,R	B&B ONLY 2, D, R = SKIP TO INSTRUCTION BOX F80A	P	
F079 (Part of FJ57_UXT)	F079 :424/ 64 : 1	Have you been awarded or offered financial aid at [SCHOOL NAME IN FJ75]?	1 = YES 2 = NO 3 = HAVEN'T HEARD YET/DON'T KNOW R	B&B ONLY	P	
Timestamp	TV35 :324/ 59 : 8 CV35 :324/ 67 : 5	cumulative time cumulative question count				
INSTRUCTION BOX F80A				IF F061 OR F069 OR F074=1, THEN CONTINUE TO FJ80; OTHERWISE, SKIP TO F083		
FJ80	FJ80 :425/ 14 : 1	What academic program will you be pursuing? INTERVIEWER: ENTER MAJOR HERE AND, IF NECESSARY, SELECT CODE IN THE USEREXIT.	1=SPECIFY MAJOR OR PROGRAM OF STUDY D,R	B&B ONLY	P	
	F80s :425/ 15 : 1 F80a :425/ 16 : 3 F80b :425/ 19 :70 F80z :426/ 9 :50	userexit status code CIP field of study coding verbatim text standard text from the coding dictionary				
Timestamp	TV36 :324/ 72 : 8 CV36 :324/ 80 : 5	cumulative time cumulative question count				

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
F081 (F081, F281)	Grid control variables: F081 :427/ 79 : 2 F281 :427/ 79 : 2 Zero indicates "NO" and positive numbers indicate the order of "YES" answers: Screen 1 of 2: f81a :427/ 29 : 2 f81b :427/ 31 : 2 f81c :427/ 33 : 2 f81d :427/ 35 : 2 f81e :427/ 37 : 2 f81f :427/ 39 : 2 f81g :427/ 41 : 2 f81h :427/ 43 : 2 f81i :427/ 45 : 2 f81j :427/ 47 : 2 f81k :427/ 49 : 2	Why did you select (SCHOOL NAME) for your graduate or professional studies? **NOTES ON TEXT SUBSTITUTION:** SUBSTITUTE THE SCHOOL NAME FROM: 1. F057, WHEN F061=1 2. F065, WHEN F069=1 3. F075, WHEN F074=1	**CODE ALL THAT APPLY:** COSTS 1=SHORTER TIME PERIOD TO FINISH THE COURSE 2=OBTAINED FINANCIAL AID NEEDED AT THE SCHOOL 3=BETTER CHANCE TO GET JOB AT THE SCHOOL 4=COSTS OTHER THAN TUITION ARE LESS 5=TUITION COSTS ARE LESS 6=OTHER COST RELATED REASON INFLUENCE OR RECOMMENDATION 7=PARTICULAR PROFESSOR TEACHES HERE 8=FRIENDS/SPOUSE ATTEND THIS SCHOOL 9=PARENTS/GUARDIANS ATTENDED THE SCHOOL 10=PARENTS/GUARDIANS WANTED ME TO ATTEND THE SCHOOL 11=OTHER INFLUENCE RELATED REASON n=NEXT SCREEN e=EXIT GRID, ALL DONE	**B&B ONLY** **CONTINUE TO F082**	P	

F281	Screen 2 of 2:
	f81l :427/ 51 : 2
	f81m :427/ 53 : 2
	f81n :427/ 55 : 2
	f81o :427/ 57 : 2
	f81p :427/ 59 : 2
	f81q :427/ 61 : 2
	f81r :427/ 63 : 2
	f81s :427/ 65 : 2
	f81t :427/ 67 : 2
	f81u :427/ 69 : 2
	f81v :427/ 71 : 2
	f81w :427/ 73 : 2
	f81x :427/ 75 : 2
		(why did you select SCHOOL NAME for your graduate or professional studies?)	LOCATION
			12=CAN WORK WHILE ATTENDING
			    SCHOOL
			13=CAN LIVE AT HOME
			14=LOCATED WHERE I WANT TO SETTLE
			15=CLOSE TO HOME
			16=FAR AWAY FROM HOME
			17=OTHER LOCATION RELATED REASON
			
			REPUTATION/SCHOOL RELATED
			18=LIKE CAMPUS SURROUNDINGS
			19=SCHOOL HAS GOOD REPUTATION
			20=RESEARCH CONDUCTED IS OF
			    INTEREST
			21=LAB FACILITIES/EQUIPMENT
			    EXCEPTIONAL
			22=OFFERED THE COURSE OF STUDY I
			    WANTED
			23=GOOD REPUTATION FOR PLACING
			    GRADUATES
			24=OTHER REPUTATION RELATED
			    REASON
			
			p=PREVIOUS SCREEN
			e=EXIT GRID, ALL DONE			

Timestamp	TV37 :325/ 5 : 8 CV37 :325/ 13 : 5	cumulative time cumulative question count				

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
F082	Grid control variable: F082 :428/ 22 : 2 Zero indicates "NO" and positive numbers indicate the order of "YES" answers: f82a :428/ 2 : 2 f82b :428/ 4 : 2 f82c :428/ 6 : 2 f82d :428/ 8 : 2 f82e :428/ 10 : 2 f82f :428/ 12 : 2 f82g :428/ 14 : 2 f82h :428/ 16 : 2 f82i :428/ 18 : 2	What were the important factors in your decision to enter graduate school?	<u>CODE ALL THAT APPLY -- DO NOT READ ANSWERS</u> 1=AN ADVANCED DEGREE IS NECESSARY TO OBTAIN CAREER GOAL 2=UNDECIDED ABOUT CAREER 3=TO EXPAND KNOWLEDGE IN FIELD OF STUDY 4=PARENTS/FAMILY WANTED ME TO GO 5=OTHER PERSON (NON-FAMILY) ENCOURAGED ME TO GO 6=ENJOY SCHOOL AND WANT TO CONTINUE 7=EASIER FOR YOU TO ATTEND NOW THAN LATER IN LIFE 8=PARENTS WOULD HELP PAY 91=SOME OTHER REASON e=EXIT GRID, ALL DONE	B&B ONLY SKIP TO F087 IF F049=1; OTHERWISE, CONTINUE TO F083	P	
Timestamp	TV38 :325/ 18 : 8 CV38 :325/ 26 : 5	cumulative time cumulative question count				

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
F083	F083 :428/ 24 : 1	During the next 12 months, do you plan to work full time or part-time?	1=FULL-TIME 2=PART-TIME 3=NEITHER D, R	B&B ONLY IF 3,D,R = SKIP TO F087	P	
F084	F084 :428/ 25 : 1	In the next 12 months, do you expect your job (or the job you plan to have) to be related to your most recent program of study?	1=YES 2=NO D, R	B&B ONLY	P	
F085	F085 :428/ 26 : 1	Do you have a firm job offer?	1=YES 2=NO D, R	B&B ONLY 1=SKIP TO F086	P	
FX86	FX86 :428/ 27 : 1	Are you looking for work?	1=YES 2=NO D, R	2, D, R = SKIP TO F087		

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
F086	Grid control variable: F086 :428/ 69 : 2 Zero indicates "NO" and positive numbers indicate the order of "YES" answers: f86a :428/ 41 : 2 f86b :428/ 43 : 2 f86c :428/ 45 : 2 f86d :428/ 47 : 2 f86e :428/ 49 : 2 f86f :428/ 51 : 2 f86g :428/ 53 : 2 f86h :428/ 55 : 2 f86i :428/ 57 : 2 f86j :428/ 59 : 2 f86k :428/ 61 : 2 f86l :428/ 63 : 2 f86m :428/ 65 : 2	What (did you do/are you doing) to find a job? [NOTE ON TEXT SUBSTITUTIONS: Text substitute "are you doing" if FX86=1; text substitute "did you do" if F085=1.]	CODE ALL THAT APPLY -- DO NOT READ ANSWERS 1=SENT OUT RESUMES 2=WENT TO CAMPUS JOB PLACEMENT OFFICE 3=LOOKED THROUGH WANT ADS 4=TALKED/NETWORKED WITH FAMILY/FRIENDS/PROFESSORS 5=LOOKED INTO JOB OPPORTUNITIES/THROUGH INTERVIEWS 6=ATTENDED RECRUITING FAIRS 7=DID VOLUNTEER/INTERNSHIP WORK IN FIELD 8=LOOKED AT JOB ANNOUNCEMENTS IN UNEMPLOYMENT OFFICE 9=CONTACTED "HEAD HUNTERS"/EMPLOYMENT AGENCY/PROFESSIONAL RECRUITER 10=PLACED WANT AD 11=SUBSCRIBED TO TRADE JOURNALS 60=NOTHING 91=OTHER (SPECIFY:) e=EXIT GRID, ALL DONE	B&B ONLY IF 91, THEN CONTINUE WITH F286; OTHERWISE, SKIP TO F087	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
F286	F286 :428/ 71 :50	Specify Other	RECORD VERBATIM RESPONSE			
Timestamp	TV39 :325/ 31 : 8 CV39 :325/ 39 : 5	cumulative time cumulative question count				
F087	F087 :429/ 42 : 1	Do you have a teaching certificate, or are you eligible to teach?	1=YES 2=NO D, R	B&B ONLY 2, D, R = SKIP TO INSTRUCTION BOX F095	P	
F088 (F288,F388)	Grid control variables: F088 :429/ 80 : 3 F288 :429/ 80 : 3 F388 :429/ 80 : 3 These will have Y or N answers: Screen 1 of 3: u88a :429/ 43 : 1 u88b :429/ 44 : 1 u88c :429/ 45 : 1 u88d :429/ 46 : 1 u88e :429/ 47 : 1 u88f :429/ 48 : 1 u88g :429/ 49 : 1 u88h :429/ 50 : 1 u88i :429/ 51 : 1 u88j :429/ 52 : 1 u88k :429/ 53 : 1	In what fields are you <u>certified</u> or eligible to teach?	COLLECT UP TO 6 FIELDS: 1=NONE 2=GENERAL ELEMENTARY 3=ART/FINE ARTS/PERFORMING ARTS 4=BASIC SKILLS/REMEDIAL EDUCATION 5=BILINGUAL EDUCATION 6=ENGLISH AS A SECOND LANGUAGE (ESL) 7=BIOLOGICAL OR LIFE SCIENCE 8=BUSINESS 9=COMPUTER SCIENCE 10=ENGLISH LANGUAGE ARTS 11=FOREIGN LANGUAGES n=NEXT SCREEN e=EXIT GRID, ALL DONE	B&B ONLY 1-35 SKIP TO F089 36=CONTINUE TO F488	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
F288	Screen 2 of 3: u88l :429/ 54 : 1 u88m :429/ 55 : 1 u88n :429/ 56 : 1 u88o :429/ 57 : 1 u88p :429/ 58 : 1 u88q :429/ 59 : 1 u88r :429/ 60 : 1 u88s :429/ 61 : 1 u88t :429/ 62 : 1 u88u :429/ 63 : 1 u88v :429/ 64 : 1		12=GIFTED & TALENTED 13=HEALTH 14=HOME ECONOMICS 15=INDUSTRIAL ARTS (TRADE/INDUSTRY) 16=MATHEMATICS 17=MUSIC PHYSICAL SCIENCES 18=GENERAL SCIENCES 19=CHEMISTRY 20=GEOLOGY/EARTH SCIENCE 21=PHYSICS 22=OTHER PHYSICAL SCIENCES p=PREVIOUS SCREEN n=NEXT SCREEN e=EXIT GRID, ALL DONE	B&B ONLY		

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks

F388	Screen 3 of 3:
	u88w :429/ 65 : 1
	u88x :429/ 66 : 1
	u88y :429/ 67 : 1
	u88z :429/ 68 : 1
	v88a :429/ 69 : 1
	v88b :429/ 70 : 1
	v88c :429/ 71 : 1
	v88d :429/ 72 : 1
	v88e :429/ 73 : 1
	v88f :429/ 74 : 1
	v88g :429/ 75 : 1
	v88h :429/ 76 : 1
	v88i :429/ 77 : 1
	v88j :429/ 78 : 1
			23=PHYSICAL EDUCATION
			24=PRE-ELEMENTARY EDUCATION
			25=READING
			26=RELIGION/PHILOSOPHY
			27=SOCIAL SCIENCES/STUDIES
			
			SPECIAL EDUCATION
			28=MENTALLY RETARDED
			29=HEARING IMPAIRED, DEAF
			30=SPEECH IMPAIRED
			31=SERIOUSLY EMOTIONALLY
			   DISTURBED
			32=SPECIFIC LEARNING DISABILITY
			33=GENERAL CERTIFICATE (NO
			   SPECIFIC CONDITION)
			34=OTHER SPECIAL EDUCATION
			35=VOCATIONAL EDUCATION (OTHER
			   THAN BUSINESS, HOME ECONOMICS,
			   OR INDUSTRIAL ARTS)
			36=OTHER FIELD (INCLUDING GENERAL
			   SECONDARY CERTIFICATE)
			
			p=PREVIOUS SCREEN
			e=EXIT GRID, ALL DONE
				B&B ONLY		

F488	F488 :430/ 4 :50	SPECIFY OTHER	RECORD VERBATIM ANSWER	B&B ONLY		
Timestamp	TV40 :325/ 44 : 8 CV40 :325/ 52 : 5	cumulative time cumulative question count				

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
F089	Grid control variable: F089 :430/ 73 : 2 These will have Y or N answers: f89a :430/ 54 : 1 f89b :430/ 55 : 1 f89c :430/ 56 : 1 f89d :430/ 57 : 1 f89e :430/ 58 : 1 f89f :430/ 59 : 1 f89g :430/ 60 : 1 f89h :430/ 61 : 1 f89i :430/ 62 : 1 f89j :430/ 63 : 1 f89k :430/ 64 : 1 f89l :430/ 65 : 1 f89m :430/ 66 : 1 f89n :430/ 67 : 1 f89o :430/ 68 : 1 f89p :430/ 69 : 1 f89q :430/ 70 : 1 f89r :430/ 71 : 1 f89s :430/ 72 : 1	At what levels are you certified or eligible to teach?	CODE ALL THAT APPLY: 1=PRE-SCHOOL 2=KINDERGARTEN 3=FIRST GRADE 4=SECOND GRADE 5=THIRD GRADE 6=FOURTH GRADE 7=FIFTH GRADE 8=SIXTH GRADE 9=SEVENTH GRADE 10=EIGHTH GRADE 11=NINTH GRADE 12=TENTH GRADE 13=ELEVENTH GRADE 14=TWELFTH GRADE 15=SPECIAL EDUCATION 16=BILINGUAL 17=ADMINISTRATIVE 18=COUNSELING 91=OTHER (SPECIFY:) e=EXIT GRID, ALL DONE	B&B ONLY 1-18 = SKIP TO F090 91 = CONTINUE TO F389	P	
F389	F389 :430/ 75 :50	SPECIFY:	RECORD VERBATIM ANSWER	B&B ONLY		
Timestamp	TV41 :325/ 57 : 8 CV41 :325/ 65 : 5	cumulative time cumulative question count				
F090	F090 :431/ 45 : 1	Do you expect to teach during the 1993- 94 academic year?	1=YES, CURRENTLY TEACHING 2=YES, EXPECT TO TEACH 3=NO D, R	B&B ONLY 2,D,R = SKIP TO INSTRUCTION BOX F095	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
F091	F091 :431/ 46 : 2	How many applications for teaching positions did you submit?	0 1-90 D, R	B&B ONLY 1-90, D = CONTINUE TO F093 0 = SKIP TO INSTRUCTION BOX F095	P	
F093	F093 :431/ 48 : 1	Have you been offered a teaching position?	1=YES 2=NO D, R	B&B ONLY 2, D, R = SKIP TO INSTRUCTION BOX F095	P	
F094	F094 :431/ 49 : 1	Have you accepted a teaching position?	1=YES 2=NO D, R	B&B ONLY	P	
INSTRUCTION BOX F095				IF F049=2 AND F083 = 1, CONTINUE TO F096; IF F049=1, SKIP TO INSTRUCTION BOX F123; OTHERWISE, SKIP TO FJ97		

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
F096	Grid control variable: F096 :431/ 74 : 2 Zero indicates "NO" and positive numbers indicate the order of "YES" answers: f96a :431/ 50 : 2 f96b :431/ 52 : 2 f96c :431/ 54 : 2 f96d :431/ 56 : 2 f96e :431/ 58 : 2 f96f :431/ 60 : 2 f96g :431/ 62 : 2 f96h :431/ 64 : 2 f96i :431/ 66 : 2 f96j :431/ 68 : 2 f96k :431/ 70 : 2	What factors were the most important to you in determining the kind of work you plan to de doing in the future?	<u>CODE ALL THAT APPLY -- DO NOT READ ANSWERS</u> 1=DO NOT WANT ADDITIONAL EDUCATION DEBT 2=NEEDED MONEY TO SUPPORT FAMILY OR PAY FOR OTHER FINANCIAL OBLIGATIONS 3=FAILED TO OBTAIN NEEDED FINANCIAL AID 4=FAMILY OR PERSONAL REASONS (OTHER THAN MONEY) 5=FAILED TO MEET APPLICATION DEADLINE 6=NOT ADMITTED TO SCHOOL OF CHOICE 7=WANT A BREAK FROM SCHOOL 8=HAVE/HAD A GOOD JOB OPPORTUNITY, OR A MILITARY COMMITMENT 9=CAREER PLANS INDEFINITE 10=WANT OR NEED WORK EXPERIENCE BEFORE ATTENDING GRADUATE SCHOOL 91=OTHER e=EXIT GRID, ALL DONE	B&B ONLY CONTINUE TO FJ97	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
Timestamp	TV42 :325/ 70 : 8 CV42 :325/ 78 : 5	cumulative time cumulative question count				
FJ97	Grid control variable: FJ97 :432/ 24 : 2 Zero indicates "NO" and positive numbers indicate the order of "YES" answers: f97a :431/ 76 : 2 f97b :431/ 78 : 2 f97c :431/ 80 : 2 f97d :432/ 2 : 2 f97e :432/ 4 : 2 f97f :432/ 6 : 2 f97g :432/ 8 : 2 f97h :432/ 10 : 2 f97i :432/ 12 : 2 f97j :432/ 14 : 2 f97k :432/ 16 : 2 f97l :432/ 18 : 2 f97m :432/ 20 : 2	What factors were important to you in determining the kind of work you plan to be doing in the future?	<u>CODE ALL THAT APPLY -- DO NOT READ ANSWER</u> 1=PREVIOUS EXPERIENCE IN THE AREA 2=GOOD INCOME TO START 3=GOOD INCOME POTENTIAL OVER CAREER 4=JOB SECURITY 5=PRESTIGE AND STATUS 6=INTERESTING WORK 7=INTELLECTUALLY CHALLENGING WORK 8=FREEDOM TO MAKE OWN DECISIONS AT WORK 9=INTERACTION WITH PEOPLE 10=ABLE TO WORK INDEPENDENTLY OF OTHERS 11=ALLOWS A GREAT DEAL OF TRAVEL 12=ALLOWS ROOTS TO BE ESTABLISHED, AND NOT HAVE TO MOVE FROM PLACE TO PLACE 13=TIME FOR ACTIVITIES NOT WORK RELATED e=EXIT GRID, ALL DONE	B&B ONLY	P	
Timestamp	TV43 :326/ 3 : 8 CV43 :326/ 11 : 5	cumulative time cumulative question count				

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
FM11	Grid control variable: FM11 :432/ 38 : 2 These will have Y or N answers: g97a :432/ 26 : 1 g97b :432/ 27 : 1 g97c :432/ 28 : 1 g97d :432/ 29 : 1 g97e :432/ 30 : 1 g97f :432/ 31 : 1 g97g :432/ 32 : 1 g97h :432/ 33 : 1 g97i :432/ 34 : 1 g97j :432/ 35 : 1 g97k :432/ 36 : 1 g97l :432/ 37 : 1	As I read the following statements, please tell me whether they are important or <u>not</u> important	1=becoming an authority in your field? 2=influencing the political structure? 3=being very well-off financially? owning your own business? 4=being successful in your line of work? 5=being able to find steady work? 6=being a leader in the community? 7=living close to parents and relatives? 8=getting away from the area where you grew up? 9=having leisure time to enjoy own interests? 10=having children? 11=being able to give your children a better opportunity than you had? e=EXIT GRID, ALL DONE	B&B ONLY	P	
INSTRUCTION BOX F123				IF D001 = 1 OR 3, SKIP TO F125		
Timestamp	TV44 :326/ 16 : 8 CV44 :326/ 24 : 5	cumulative time cumulative question count				
F124	F124 :432/ 40 : 1	Do you have plans to be married, or live with someone as if married in the next 12 months?	1=YES 2=NO D, R	B&B ONLY	P	ASK ONLY IF D001 = 2,4,5,D,R

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
F125	F125 :432/ 41 : 1	Are you planning to have or to adopt children <u>in the next 12 months</u>? Do <u>not</u> include foster children. (NOTE: IF RESPONDENT ALREADY HAS CHILDREN, WE ARE INTERESTED IN <u>ADDITIONAL</u> CHILDREN)	1=YES 2=NO D, R	B&B ONLY	P	
Timestamp	TV45 :326/ 29 : 8 CV45 :326/ 37 : 5	cumulative time cumulative question count				

SECTION G: CITIZENSHIP

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
G001	G001 :432/ 42 : 1	And now I'd like to ask some questions about your background. ASK IF NOT OBVIOUS: Are you...	1=Male 2=Female R	NON-B&B STUDENTS START HERE AFTER FX49 OR F049. IF SEX OF RESPONDENT IS AVAILABLE FROM CADE, COPY OVER TO CATI RECORD AND DO NOT DISPLAY THIS SCREEN. AFTER G001, ALL STUDENTS SKIP TO G007.	P	
G002	G002 :432/ 77 : 1	Are you...	1=White 2=Black 3=American Indian or Alaskan Native, or 4=Asian or Pacific Islander? 5=OTHER (SPECIFY:) D, R	1,2,3,D,OR R=SKIP TO G008 IF G007 = 2 OR 3; OTHERWISE, SKIP TO G009; 4= SKIP TO G005	P	
G102	G102 :432/ 78 :30	ENTER OTHER RACE:	RECORD ANSWER VERBATIM	SKIP TO G008 IF G007=2 OR 3; OTHERWISE, SKIP TO G009		
G003	G003 :432/ 44 : 1	Are you of Hispanic origin?	1=YES 2=NO D, R	2, D, R = SKIP TO G002	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
G004	G004 :432/ 45 : 2	Are you...	1=Of Mexican, Mexican-American, or Chicano descent 2=Cuban descent 3=Puerto Rican descent, or 91=of some other Hispanic descent? (SPECIFY:) D, R	1, 2, 3, D, R = SKIP TO G002	P	
G104	G104 :432/ 47 :30	ENTER OTHER HISPANIC DESCENT:	RECORD VERBATIM ANSWER	SKIP TO G002		
G005	G005 :433/ 28 : 2	Are you...	1=Chinese 2=Filipino 3=Hawaiian 4=Japanese 5=Korean 6=Vietnamese 7=Asian Indian 8=Samoan 9=Guamanian, or 10=other Asian or Pacific Islander? (SPECIFY:) D, R	1-9,D,R=SKIP TO G008 IF G007 = 2 OR 3; OTHERWISE SKIP TO G009	P	
G105	G105 :433/ 30 :30	ENTER OTHER DESCENT:	RECORD VERBATIM ANSWER	SKIP TO G009 IF G007 = 1,D,R; OTHERWISE, SKIP TO G008		

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
G007	G007 :432/ 43 : 1	Are you a United States citizen? PROBE IF NO: ARE YOU A US PERMANENT RESIDENT OR OTHER ELIGIBLE NON-CITIZEN WITH A TEMPORARY RESIDENT CARD, OR ARE YOU IN THE US ON AN F1 OR F2 STUDENT VISA OR A J1 OR J2 EXCHANGE VISITOR VISA?	1=YES, US CITIZEN OR US NATIONAL 2=NO, BUT US PERMANENT RESIDENT OR OTHER ELIGIBLE NON-CITIZEN WITH TEMPORARY RESIDENT CARD 3=NO, IN US ON ONLY A F1 OR F2 STUDENT VISA OR ONLY A J1 OR J2 EXCHANGE VISITOR VISA D, R	IF **ZG2 = 1 OR 2 OR 3** COPY ZG2 TO THE CATI RECORD, AND DO <u>NOT</u> DISPLAY G007 IN CATI ------------------------- IF G007 IS ASKED IN CATI OR IF **ZG2 = 1, 2 OR 3**, GO TO G003 AFTER G007	SI	ZG2: 1 = CADE INDICATES U.S. CITIZEN; 2 = CADE INDICATES ELIGIBLE NON-CITIZEN; 3 = CADE INDICATES NON-CITIZEN
G008	G008 :433/ 60 : 1	As a non-citizen, are you eligible for Federal aid for your schooling?	1=YES 2=NO D, R	IF **ZG4 = 1 OR 2** COPY ZG4 TO THE CATI RECORD; DO <u>NOT</u> DISPLAY G008 IN CATI	SI	ZG4: 1 = CADE INDICATES ELIGIBLE NON-CITIZEN; 2 = CADE INDICATES INELIGIBLE NON-CITIZEN

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
G009	G009 :433/ 61 : 2	What language was spoken most often in your home as you were growing up?	FIELD CODE ONLY ONE RESPONSE: 1=ARABIC 2=CHINESE (MANDARIN, CANTONESE) 3=ENGLISH 4=GERMAN 5=GREEK 6=HINDUSTANI 7=INDONESIA 8=JAPANESE 9=KOREAN 10=MALAYSIA (BAHASA) 11=NIGERIA (HAUSA, YORUBA, IGBO) 12=PAKISTAN (PUNJABI) 13=PORTUGUESE 14=SPANISH 15=THAI 16=OTHER (SPECIFY:) D, R	1 - 15, D, R = SKIP TO G010	P	
G109	G109 :433/ 63 :50	ENTER OTHER LANGUAGE:	RECORD VERBATIM ANSWER			

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
G010	G010 :434/ 33 : 2	In what country were you born?	FIELD CODE ONLY ONE RESPONSE: 1=UNITED STATES (INCLUDES PUERTO RICO, GUAM, U.S. VIRGIN ISLANDS) 2=CANADA 3=CHINA 4=GERMANY 5=GREECE 6=HONG KONG 7=INDIA 8=INDONESIA 9=IRAN 10=JAPAN 11=JORDAN 12=KOREA, REPUBLIC OF 13=LEBANON 14=MALAYSIA 15=MEXICO 16=NIGERIA 17=PAKISTAN 18=SAUDI ARABIA 19=TAIWAN 20=THAILAND 21=UNITED KINGDOM (ENGLAND, IRELAND, WALES) 22=VENEZUELA 91=OTHER COUNTRY (DO NOT SPECIFY) D, R		P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
GJ11	GJ11 :434/ 35 : 1 (intro screen) G011 :434/ 36 : 2 (state abbr.)	What is your state of legal residence? INTERVIEWER: IN THE USEREXIT, ENTER THE STATE ABBREVIATION AND VERIFY BY SELECTING THE STATE FROM THE LIST. IF CANADA, ENTER CN AND THEN ENTER AND VERIFY THE CANADIAN PROVINCE.	1=SPECIFY STATE ABBREVIATION IN THE USEREXIT	SKIP TO G013	P	
G012	G012 :434/ 39 : 1	Are you currently on active U.S. military duty or in the reserves?	1=YES 2=NO D, R	1 = SKIP TO G014 2, D, R = SKIP TO GJ16	P	
G013	G013 :434/ 38 : 1	Are you a veteran of the US military?	1=YES 2=NO D, R	IF **ZG6 = 1 OR 2** COPY ZG6 TO THE CATI RECORD, AND DO <u>NOT</u> DISPLAY G013 IN CATI ------------------------- IF **ZG6 = 2**, OR IF G013 IS ASKED IN CATI AND = 2, D, R, SKIP TO G012 IF **ZG6 = 1**, OR IF G013 IS ASKED IN CATI AND = 1, SKIP TO GJ16	SI	ZG6: 1 = CADE INDICATES VETERAN; 2 = CADE INDICATES NOT A VETERAN

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
G014	G014 :434/ 40 : 1	In which branch do you serve?	1=ARMY 2=NAVY 3=MARINES 4=AIR FORCE 5=COAST GUARD 6=NATIONAL GUARD D, R		P	
G015	G015 :434/ 41 : 1	Is that...	1 = Active duty, or 2 = reserves? D, R		P	
Timestamp	TV46 :326/ 42 : 8 CV46 :326/ 50 : 5	cumulative time cumulative question count				
GJ16	Grid control variable: GJ16 :434/ 50 : 1 This variable will have Y or N if there are "NO DISABILITIES": g16z :434/ 49 : 1 These will have Y or N answers: g16a :434/ 43 : 1 g16b :434/ 44 : 1 g16c :434/ 45 : 1 g16d :434/ 46 : 1 g16e :434/ 47 : 1 g16f :434/ 48 : 1	Do you have any of the following disabilities? IF THE RESPONDENT IMMEDIATELY ANSWERS "NO DISABILITIES" THEN ENTER 0	<u>CODE ALL THAT APPLY</u> 0=NO DISABILITIES 1=Hearing impairment 2=Speech disability or limitation 3=Orthopedic or mobility limitation 4=Specific learning disability 5=Vision impairment that cannot be corrected with glasses, or are you legally blind 6=Any other type of limitations, disabilities, or handicaps e=EXIT GRID, ALL DONE	IF G007 = 2 OR 3, SKIP TO G026	P	
G023	G023 :434/ 51 : 1	Now I would like to ask you about voting and	1=YES		P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
		community service. Are you registered to vote in the U.S.?	2=NO D, R			
G024	G024 :434/ 52 : 1	Have you ever voted in any national, state, or local election?	1=YES 2=NO D, R	2 = SKIP TO G026	P	
G025	G025 :434/ 53 : 1	Did you vote in the 1992 presidential election?	1=YES 2=NO D, R		P	
G026	G026 :434/ 54 : 1	Have you ever performed volunteer or community service work other than court ordered?	1=YES 2=NO D, R	2, D, R = SKIP TO G035	P	
G027	G027 :434/ 55 : 1	Between July 1, 1992 and June 30, 1993, did you perform community service or volunteer work, other than court ordered?	1=YES 2=NO D, R	2,D,R=SKIP TO G034 IF B&B; OTHERWISE, 2,D,R=SKIP TO G035	P	
G028	G028 :434/ 56 : 1	Was this service required by any of your classes?	1=YES 2=NO D, R		P	
G029	G029 :434/ 57 : 2	Between July 1, 1992 and June 30, 1993, approximately how many hours per week did you perform community service and/or volunteer work?	1 - 45 D, R		P	
G030	G030 :434/ 59 : 1	Is any of this current volunteer or community service work related to your future career?	1=YES 2=NO D, R	NON-B&B SKIP TO G035	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
G034	G034 :434/ 60 : 4	During the <u>past 2 years</u>, what were the total number of hours you spent doing community service and/or volunteer work? <u>IF RESPONSE IS DK, THEN ASK "Please give me your best estimate"</u>	0 - 9990 D, R	B&B ONLY	P	HOURS SHOULD BE ∃ G029
G134	G134 :434/ 64 : 1	ERROR: TOTAL COMMUNITY/VOLUNTEER WORK HOURS ([G034]) IS LESS THAN WEEKLY COMMUNITY/VOLUNTEER WORK HOURS ([G029]).	ENTER <1> TO CONTINUE			
G035	G035 :434/ 65 : 1	In the next 12 months, do you plan to participate in any volunteer or community service work?	1=YES 2=NO D, R		P	
Timestamp	TV47 :326/ 55 : 8 CV47 :326/ 63 : 5	cumulative time cumulative question count				

SECTION H: PARENTAL CHARACTERISTICS

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
INSTRUCTION BOX H002, PART 1		**PLEASE NOTE:** SP ITEMS - IF THE STUDENT IS INTERVIEWED BEFORE THE PARENT THESE ITEMS ARE PRIMARY (P-ASKED DIRECTLY OF THE STUDENT). IF THE PARENT IS COMPLETED BEFORE THE STUDENT INTERVIEW, THESE ITEMS WILL BE SKIPPED BY CATI.	**PLEASE NOTE:** The logic that determines referent parent is in the flowchart in Appendix C.	IF D006=4, SKIP ALL OF SECTION H-SKIP TO INSTRUCTION BOX I002 _____ IF (D013=3,4,D,R) and (D015=4,R) and (D016=4), SKIP ALL OF SECTION H-SKIP TO INSTRUCTION BOX I002.		
INSTRUCTION BOX H002, PART 2		If D008=1 (father deceased)... ...skip H03A for father ...ask H004/HF2A for father ...ask H03B/H04B/HM3A for mother If D008=2 (mother deceased)... ...ask H03A/H004/HF2A for father ...skip H03B for mother ...ask H04B/HM3A for mother If D008=3 (both parents deceased)... ...skip H03A for father ...ask H004/HF2A for father ...skip H03B for mother ...ask H04B/HM3A for mother	If D008=91 (sensitive-father's death)... ...skip H03A/H004/HF2A for father ...ask H03B/H04B/HM3A for mother If D008=92 (sensitive-mother's death)... ...ask H03A/H004/HF2A for father ...skip H03B/H04B/HM3A for mother If D008=93 (sensitive-both parent's death)... ...skip all of Section H-skip to Instruction Box I002			
H003	H003 :436/ 8 : 1	The next few questions are about your (parents/father/male guardian/mother/female guardian).	<1> ENTER 1 TO CONTINUE			
H03A=father H03B=mother	H03A :436/ 15 : 3 (father) H03B :436/ 21 : 3 (mother)	How old is your (father/male guardian/mother/female guardian)? THIS QUESTION IS ASKED BECAUSE THE PARENT'S AGE IS USED IN CALCULATING THE EXPECTED FAMILY CONTRIBUTION TOWARDS THE RESPONDENT'S POSTSECONDARY EDUCATION.	30 - 90 D, R	IF ZH2 = P, THEN COPY "P" TO THE CATI RECORD. DO NOT DISPLAY THIS QUESTION IN CATI. ----------------------- CONTINUE TO H004/H04B	SP	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
H004=father H04B=mother	H004 :436/ 18 : 2 (father) H04B :436/ 24 : 2 (mother)	What is\was the highest grade or level of education that your (father/male guardian/mother/ female guardian) completed?	1=LESS THAN HIGH SCHOOL 2=GED 3=HIGH SCHOOL GRADUATION VOCATIONAL, TRADE, OR BUSINESS SCHOOL AFTER HIGH SCHOOL: 4=LESS THAN 1 YEAR 5=1 YEAR BUT LESS THAN 2 YEARS 6=2 YEARS OR MORE COLLEGE/UNIVERSITY: 7=LESS THAN 2 YEARS OF COLLEGE 8=ASSOCIATE'S DEGREE 9=2 OR MORE YEARS OF COLLEGE 10=BACHELOR'S DEGREE (4-5 YEAR) 11=MASTER'S DEGREE OR EQUIVALENT 12=FIRST PROFESSIONAL DEGREE (CHIROPRACTIC, DENTISTRY, MEDICINE...) 13=OTHER ADVANCED PROFESSIONAL DEGREE 14=DOCTORATE (e.g., Ph.D, Ed.D) D, R	IF ZH6 = P, THEN COPY "P" TO THE CATI RECORD. DO NOT DISPLAY THIS QUESTION IN CATI. ------------------------ IF H004/H04B = 9, CONTINUE TO HF2A/HM3A; OTHERWISE SKIP TO H009	SP	
HF2A=father HM3A=mother	HF2A :436/ 20 : 1 (father) HM3A :436/ 26 : 1 (mother)	Did he/she earn an Associate's degree?	1 = YES 2 = NO D,R	IF ZH6 = P, THEN COPY "P" TO THE CATI RECORD. DO NOT DISPLAY THIS QUESTION IN CATI. ------------------------ ALL RESPONSES CONTINUE TO H009	SP	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
INSTRUCTION BOX H009		If D006=1... the series HZZB through H14A is asked once with "parent's" being text filled. If D006=2... ...and D013=1... father is referent parent and the series HZZB through H14A is asked once with "father/male guardian" being text filled. ...and D013=2... mother is referent parent and the series HZZB through H14A is asked once with "mother/female guardian" being text filled.	If D006=2... ...and D013=3,4,D,R and D015=1... father is referent parent and the series HZZB through H14A is asked once with "father/male guardian" being text filled. ...and D013=3,4,D,R and D015=2... mother is referent parent and the series HZZB through H14A is asked once with "mother/female guardian" being text filled. ...and D013=3,4,D,R and D015=3... the series HZZB through H14A is asked once with "father/male guardian" being text filled and the series HZZC through H14B is asked once with "mother/female guardian" being text filled. ...and D013=3,4,D,R and D015=D... the series HZZB through H14A is asked once with "parent's" being text filled. ...and D013=3,4,D,R and D015=4,R and D016=1... father is referent parent and the series HZZB through H14A is asked once with "father/male guardian" being text filled. ...and D013=3,4,D,R and D015=4,R and D016=2... mother is referent parent and the series HZZB through H14A is asked once with "mother/female guardian" being text filled. ...and D013=3,4,D,R and D015=4,R and D016=3... the series HZZB through H14A is asked once with "father/male guardian" being text filled and the series HZZC through H14B is asked once with "mother/female guardian" being text filled. ...and D013=3,4,D,R and D015=4,R and D016=4... The user skipped all of Section H back in Instruction Box I002.			

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
INSTRUCTION BOX H009, PART 2		If D006=3... ...and D008=1 or 91... mother is referent parent and the series HZZB through H14A is asked once with "mother/female guardian" being text filled. ...and D008=2 or 92... father is referent parent and the series HZZB through H14A is asked once with "father/male guardian" being text filled. ...and D008=3 or 93... skip to Instruction Box I002 If D006=4... The user skipped all of Section H back in Instruction Box H002, Part 1.	If D006=5... the male guardian is referent parent and the series HZZB through H14A is asked once with "male guardian" being text filled. If D006=6... the female guardian is referent parent and the series HZZB through H14A is asked once with "female guardian" being text filled. If D006=D or R... the series HZZB through H14A is asked once with "parent's" being text filled.			
HZZB=state / ref. parent HZZC=state / non-ref. parent	Ref parent: HZZB :436/ 27 : 1 (intro screen) H010 :436/ 28 : 2 (state) Non-ref. parent: HZZC :436/ 57 : 1 (intro screen) H10B :436/ 58 : 2 (state)	What is your (parent's/father's/male guardian's/mother's/female guardian's) state of legal residence? INTERVIEWER: IN THE USEREXIT, ENTER THE STATE ABBREVIATION AND VERIFY BY SELECTING THE STATE FROM THE LIST. ENTER CN IF CANADA, AND ENTER AND VERIFY CANADIAN PROVINCE.	ENTER 2-LETTER STATE ABBREVIATION CODE FROM STATE LIST		P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
H36D/H11A= ref. parent H36M/H11B= non-ref. parent	Ref. parent: H36D :436/ 30 : 7 (1991) H11A :436/ 40 : 7 (1992) Non-ref. parent: H36M :436/ 60 : 6 (1991) H11B :436/ 69 : 6 (1992)	What is your estimate of your (parent's/father's/male guardian's/mother's/female guardian's) total yearly income, including household income, in (1991/1992)? INTERVIEWER: PROBE IF RESPONSE IS GREATER THAN $299,999	<0 - 999990> D, R	1991 - SP ITEM IF ZH12 = P, THEN COPY "P" TO THE CATI RECORD. DO NOT DISPLAY THIS QUESTION IN CATI. SKIP TO H11A (92) FOR THIS ITEM. 1992 - SP ITEM IF ZH14 = P, THEN COPY "P" TO THE CATI RECORD. DO NOT DISPLAY THIS QUESTION IN CATI. SKIP TO H012 FOR THIS ITEM. ------------------- 1991 - CATI IF THIS ITEM IS ASKED IN CATI FOR 1991, AND THE 1991 RESPONSE ∃ 0, SKIP TO H11A IF THIS ITEM IS ASKED IN CATI FOR 1991, AND THE RESPONSE FOR 1991=D OR R, ASK THE SERIES H37D-H39D, AS APPROPRIATE, FOR 1991.	SP	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
HHCC, etc. (continued)				<u>1992 - CATI</u> IF THIS ITEM IS ASKED <u>IN CATI</u> FOR 1992, AND THE 1992 RESPONSE ∃ 0, SKIP TO H012 IF THIS ITEM IS ASKED <u>IN CATI</u> FOR 1992, AND THE RESPONSE FOR 1992=D OR R, ASK THE SERIES HX11-HX13, AS APPROPRIATE, FOR 1992.		
H37D/HX11= ref. parent H37M/HX1B= non-ref. parent	Ref. parent: H37D :436/ 37 : 1 (1991) HX11 :436/ 47 : 1 (1992) Non-ref. parent: H37M :436/ 66 : 1 (1991) HX1B :436/ 75 : 1 (1992)	Would you estimate your <u>(parent's/father's/male guardian's/mother's/female guardian's)</u> total yearly income in <u>(1991/1992)</u> was...	1=$30,000 or more, or 2=less than $30,000 D, R	<u>1991-CATI</u> 2 = SKIP TO H39D D,R=SKIP TO H11A <u>1992-CATI</u> 2=SKIP TO HX13 D,R=SKIP TO H012	SP	
H38D/HX12= ref. parent H38M/HX2B= non-ref. parent	Ref. parent: H38D :436/ 38 : 1 (1991) HX12 :436/ 48 : 1 (1992) Non-ref. parent: H38M :436/ 67 : 1 (1991) HX2B :436/ 76 : 1 (1992)	Would you say your <u>(parent's/father's/male guardian's/mother's/female guardian's)</u> yearly income in <u>(1991/1992)</u> was	1=at least $30,000 but less than $50,000 2=at least $50,000 but less than $75,000 3=at least $75,000 but less than $100,000 4=at least $100,000 but less than $150,000 5=$150,000 or more? D, R	<u>1991-CATI</u> SKIP TO H11A <u>1992-CATI</u> SKIP TO H012	SP	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks

H39D/HX13= ref. parent
 	
H39M/HX3B= non-ref. parent
	Ref. parent:
	H39D :436/ 39 : 1
	  (1991)
	HX13 :436/ 49 : 1
	  (1992)
	
	Non-ref. parent:
	H39M :436/ 68 : 1
	  (1991)
	HX3B :436/ 77 : 1
	  (1992)
		Would you say your (parent's/father's/male guardian's/mother's/female guardian's) yearly income in (1991/1992) was...	1=less than $10,000
			2=at least $10,000 but less than $20,000
			3=or at least $20,000 but less than $30,000?
			
			D, R
				<u>1991-CATI</u>
				SKIP TO H11A
				
				<u>1992-CATI</u>
				SKIP TO H012
					SP	

H012=ref. parent H12B=non-ref. parent	Ref. parent: H012 :436/ 50 : 2 Non-ref. parent: H12B :436/ 78 : 2	How many people did your (parent's/ mother's/female guardian's/father's/male guardian's) household support between July 1, 1992 and June 30, 1993? Include anyone who received 50% or more of their support from your (parents/mother/ female guardian/father/male guardian), including yourself and your parents, if applicable. IF PARENT(S) DID NOT SUPPORT THEMSELVES, ENTER 0.	0 1-20 D, R	IF ZH16 = P, THEN COPY "P" TO THE CATI RECORD. DO <u>NOT</u> DISPLAY THIS QUESTION IN CATI, AND SKIP TO SECTION I. ------------------------ IF H012/H12B IS ASKED <u>IN CATI</u> AND RESPONSE=0 SKIP TO SECTION I IF H012/H12B IS ASKED <u>IN CATI</u> AND RESPONSE > 0, D, or R, THEN CONTINUE	SP	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks

H14A/S/T= ref. parent
 	
H14B/V/W = non-ref. parent
	Ref. parent:
	H14A :436/ 52 : 2
	  (original answer)
	H14S :436/ 54 : 1
	  (consistency check)
	H14T :436/ 55 : 2
	  (new answer)
	
	Non-ref. parent:
	H14B :436/ 80 : 2
	  (original answer)
	H14V :437/ 2 : 1
	  (consistency check)
	H14W :437/ 3 : 2
	  (new answer)
		Of the (INSERT NUMBER FROM H012/H12B) individuals supported by your (parents/mother/female guardian/father/male guardian), how many were in a postsecondary school at least half-time in 1992-93?	0 - 20
			
			D, R
				CONTINUE TO SECTION I.	P	CANNOT BE GREATER THAN H012/H12B

Timestamp	TV49 :327/ 1 : 8 CV49 :327/ 9 : 5	cumulative time cumulative question count				

SECTION I: FINANCIAL STATUS

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
INSTRUCTION BOX I002				IF STUDENT IS ∃ 18 YEARS (**SAGE ∃ 18**), SKIP TO QUESTION I005		SAGE = AGE COMPUTED FROM CADE
I003	I003 :437/ 46 : 1	Are you a ward of the court?	1 = YES 2 = NO D,R	**IF ZI2 = 1 OR 2** COPY ZI2 TO THE CATI RECORD, AND DO NOT DISPLAY I003 IN CATI ------------------------ IF I003 OR **ZI2** = 1, SKIP TO I007	SI	ZI2: 1 = CADE INDICATES WARD OF COURT 2 = CADE INDICATES NOT A WARD OF COURT
INSTRUCTION BOX I05A				IF STUDENT IS A WARD OF THE COURT (I003=1 OR **ZI2 = 1**), A VETERAN (G013=1 OR **ZG6 = 1**), OR IS ∃ 25 YEARS (**SAGE ∃ 25**), THEN DO NOT ASK I005 IN CATI FOR <u>ANY</u> YEAR; SKIP TO I007 ------------------------ IF STUDENT IS MARRIED (D001=1) <u>OR</u> A GRAD STUDENT (A015= 5,6,7,OR 92) THEN ASK ABOUT 1992 ONLY;		SAGE = AGE COMPUTED FROM CADE.

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
I005	Ref. parent: Ia5 :437/ 59 : 1 (grid control variable) I005 :437/ 47 : 1 (1990) I05A :437/ 48 : 1 (1991) I05B :437/ 49 : 1 (1992) These will have "N/A" if year not applicable: IPL1 :437/ 50 : 3 IPL2 :437/ 53 : 3 IPL3 :437/ 56 : 3 Non-ref. parent: If5 :437/ 74 : 1 (grid control variable) I05F :437/ 62 : 1 (1990) I05G :437/ 63 : 1 (1991) I05H :437/ 64 : 1 (1992) These will have "N/A" if year not applicable: IPL4 :437/ 65 : 3 IPL5 :437/ 68 : 3 IPL6 :437/ 71 : 3	Did your (parents/guardians/mother/female guardian/father/male guardian) claim you as an income tax exemption in (<u>1990</u>/<u>1991</u>/<u>1992</u>)?	1 = YES 2 = NO D, R	IF **ZI6 = 1 OR 2** STORE "P" IN THE GRID CONTROL VARIABLE FOR REFERENT PARENT, AND NON-REFERENT PARENT. DO NOT DISPLAY I005 IN CATI; ------------------------ IF NONE OF **ZI6, ZI8, OR ZI10 = 1 OR 2**, THEN I005 WILL BE ASKED IN CATI, AS APPLICABLE WITH REGARD TO CATI SKIP PATTERNS: ALL CADE OR CATI RESPONSES CONTINUE TO I007	SI	ZI6 = TAX EXEMPT 1990; ZI8 = TAX EXEMPT FOR 1991; ZI10 = TAX EXEMPT FOR 1992
I007	I007 :437/ 77 : 1	Beginning with the 1987 - '88 school year, in what year did you <u>first</u> receive federal student financial aid?	1=1987 - 88 2=1988 - 89 3=1989 - 90 4=1990 - 91 5=1991 - 92 6=1992 - 93 N,n=DID NOT <u>FIRST</u> RECEIVE AID DURING ANY OF THESE YEARS D, R	IF ZI12 = P, THEN COPY "P" TO THE CATI RECORD. DO <u>NOT</u> DISPLAY THIS QUESTION IN CATI. N,n=SKIP TO I004	SI	ZI12: 1 - 5 = CADE INDICATES YEAR FIRST RECEIVED AID;

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
Timestamp	TV51 :327/ 27 : 8 CV51 :327/ 35 : 5	cumulative time cumulative question count				
Ia8/I008	Ia8 :438/ 66 : 1 (grid control variable) I008 :437/ 78 : 1 (1985) I08A :437/ 79 : 1 (1986) I08B :437/ 80 : 1 (1987) I08C :438/ 1 : 1 (1988) I08D :438/ 2 : 1 (1989) I08E :438/ 3 : 1 (1990) I08F :438/ 4 : 1 (1991) These will have "N/A" if year not applicable: I8P1 :438/ 5 : 3 I8P2 :438/ 8 : 3 I8P3 :438/ 11 : 3 I8P4 :438/ 14 : 3 I8P5 :438/ 17 : 3 I8P6 :438/ 20 : 3 I8P7 :438/ 23 : 3	(did/do) you have total annual resources, including income, of $4,000 or more in (1985/1986/1987/1988/1989/1990/1991)?	1 = YES 2 = NO YES/NO FOR EACH YEAR FOR WHICH SYSTEM HAS TURNED ON AN INDICATOR **NOTES ON TEXT SUBSTITUTION:** IF I003 = 1, DO NOT READ PORTION OF QUESTION ENCLOSED IN PARENTHESES I.E., "NOT INCLUDING PARENTAL SUPPORT..."	IF ZI12 = P, THEN COPY "P" TO THE CATI RECORD. DO <u>NOT</u> DISPLAY THIS QUESTION IN CATI. -------------------- ALL CADE OR CATI RESPONSES CONTINUE TO I004	SI	
Timestamp	TV52 :327/ 40 : 8 CV52 :327/ 48 : 5	cumulative time cumulative question count				

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks

I004	I004 :438/ 68 : 1	Do you have legal dependents <u>other than</u> yourself (and your spouse)?
		
		Please include children and any other people, <u>including your (and your spouse's) parents</u>, who live with you and get more than <u>half</u> of their support from you, and who received that support during the 1992-93 school year.
			1 = YES
			2 = NO
			
			D, R
				IF **ZI28 = 1 OR 2** COPY ZI28 TO THE CATI RECORD, AND DO NOT DISPLAY I004 IN CATI
				----------------------- 	
				
				IF (I004 = 2, D, R <u>OR</u> **ZI28 = 2**) AND STUDENT IS MARRIED (D001 = 1), SKIP TO IX15;
				
				IF (I004 = 2,D,R <u>OR</u> **ZI28 = 2**) AND STUDENT IS <u>NOT</u> MARRIED (D001 □ 1), SKIP TO IX17;
				
				IF I004 OR **ZI28** = 1, CONTINUE WITH I010
					SI	ZI28:
						
						1 = CADE INDICATES DEPENDENTS
						
						2 = CADE INDICATES NO DEPENDENTS

I010	I010 :438/ 69 : 2	How many people did you (and your spouse) support between <u>July 1, 1992 and June 30, 1993</u>? Please <u>include yourself (your spouse)</u>, and your (and your spouse's) children who <u>lived</u> with you during that time and who received more than <u>half</u> of their support from you. Also include any other people, <u>including your parents</u>, who lived with you and received more than half of their support from you.	1-20 D,R	CONTINUE WITH I012	P	IF RESPONDENT IS MARRIED (D001 = 1), I010 SHOULD BE > 02 IF RESPONDENT IS SINGLE OR SEPARATED (D001 = 1 OR 3) I010 SHOULD BE > 01

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
IJ10	IX10 :439/ 20 : 2 　(yourself) IX11 :439/ 22 : 2 　(your parents) IX12 :439/ 24 : 2 　(less than 6 years) IX13 :439/ 26 : 2 　(6 to 13 years) IX14 :439/ 28 : 2 　(more than 13 years) IJ10 :439/ 30 : 2 　(grid control variable)	How many of these dependents are...	a. ... yourself b. ... your parents c. ... less than 6 years old? d. ... at least 6 years old but less than 13 years old? e. ... 13 years of age or older? 0-20 D,R e=EXIT GRID, ALL DONE			
IV10	IV10 :439/ 38 : 1	INTERVIEWER: THERE IS AN INCONSISTENCY IN THE NUMBER OF DEPENDENTS. PLEASE VERIFY AND CORRECT. VALUE FROM I010: [I010] VALUE FROM IJ10: [IJ10]	1=CORRECT THE VALUE AT SCREEN I010 2=CORRECT THE INDIVIDUAL VALUES AT THE SCREEN [IJ10] 　(USE THE CHANGE ANSWER FEATURE)			
Timestamp	TV53 :327/ 53 : 8 CV53 :327/ 61 : 5	cumulative time cumulative question count				

I012	I012 :439/ 64 : 2	How many of these dependents, <u>not</u> including yourself (<u>but including your spouse</u>), were enrolled in college or another postsecondary school at least half time between July 1, 1992 and June 30, 1993?	0 - 20
			
			D, R
				<u>IF MARRIED:</u>
				IF (D001=1) AND (I004=1) AND (I012=0), THEN SKIP TO I014.
				
				IF (D001=1) AND (I004=1) AND (I012=1-20) THEN CONTINUE TO IX15
				
				D OR R=SKIP TO IX17
				
				<u>IF NOT MARRIED:</u>
				IF (D001≠1) AND (I012 IS 1 <u>LESS</u> THAN I010) THEN SKIP TO IX17
				
				IF (D001≠1) AND (I012 IS <u>NOT</u> 1 LESS THAN I010) THEN SKIP TO I014
				
				D OR R=SKIP TO IX17
					P	

Appendix D: Facsimiles of B&B:93/03 Interview and Previous Interviews

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
IX15	IX15 :439/ 66 : 1	Was your spouse enrolled in college or another postsecondary school at least half time between July 1, 1992 and June 30, 1993?	1=YES 2=NO D, R	SKIP TO IX17 IF I004 = 2,D,R	P	
I014	I014 :439/ 67 : 2	How many of your dependent children were in <u>private</u> elementary or secondary school between July 1, 1992 and June 30, 1993?	0 1-20 D, R	0 = SKIP TO IX17	P	
I016	I016 :439/ 69 : 5	What is the total amount of tuition paid per year for these private elementary or secondary school(s)?	0 - 99990 D, R		P	
INSTRUCTION BOX IX17				ITEMS I064 - I067 SHOULD BE ASKED FOR <u>BOTH</u> 1991 AND 1992 **ONLY** IF 1991 IS MISSING IN CADE. IF 1991 DATA IS AVAILABLE FROM CADE, ASK ONLY FOR 1992. INTERVIEWER SHOULD <u>FIRST</u> ASK ALL ITEMS IN THIS SERIES FOR <u>1991</u>. THEN, CYCLE BACK THROUGH THIS SAME SERIES FOR <u>1992</u>. AFTER I064 - I067 HAVE BEEN ASKED FOR BOTH 1991 AND 1992, CONTINUE WITH IP69.		
Timestamp	TV54 :327/ 66 : 8 CV54 :327/ 74 : 5	cumulative time cumulative question count				

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
IJ64	IJ64 :439/ 74 : 1	The next few questions concern your income from various sources for both 1991 and 1992. INTERVIEWER: PLEASE ENTER THE RESPONSE IN THE USEREXIT	1=ENTER THE USEREXIT			
I064 (IJ64_UXT)	I064 :439/ 76 : 6 (1991) IP64 :440/ 23 : 6 (1992)	<u>Excluding</u> any student financial aid, what was your (and your spouse's) (<u>1991/1992</u>) <u>total</u> income from <u>all</u> sources, prior to taxes and deductions? Please include money you received from <u>all</u> sources, not just jobs. Those other sources might also include social security, AFDC, child support, welfare, food stamps, interest earned, dividends, and capital gains.	0 - 999990 D, R <u>**NOTES ON TEXT SUBSTITUTIONS:**</u> TEXT SUBSTITUTE THE PHRASE "AND YOUR SPOUSE" IF D001 = 1,2,3,or 4.	<u>1991</u> IF **ZI30 > 0** COPY ZI30 TO THE CATI RECORD, DO NOT DISPLAY I064 FOR 1991 IN CATI, AND SKIP TO I053 FOR 1991. IF I064 IS ASKED IN CATI FOR 1991 AND I064 ∃ 0, SKIP TO I053 FOR 1991 ------------------------ <u>1992</u> IF I064 ∃ 0, SKIP TO I053 FOR 1992	SI: 91 P: 92	ZI30 = TOTAL INCOME, RESPONDENT AND SPOUSE, ALL SOURCES, 1991 AS INDICATED FROM CADE
I065 (IJ64_UXT)	I065 :440/ 2 : 1 (1991) IP65 :440/ 29 : 1 (1992)	Would you estimate your (and your spouse's) total (<u>1991/1992</u>) income from <u>all</u> sources was...	1=$30,000 or more 2=less than $30,000 D, R <u>**NOTES ON TEXT SUBSTITUTIONS:**</u> TEXT SUBSTITUTE THE PHRASE "AND YOUR SPOUSE" IF D001 = 1,2,3,or 4.	2 = SKIP TO IX66 D OR R = SKIP TO I053	P	
IX65 (IJ64_UXT)	IX65 :440/ 3 : 1 (1991) IY65 :440/ 30 : 1 (1992)	Would you say...	1=at least $30,000 but less than $50,000 2=at least $50,000 but less than $75,000 3=at least $75,000 but less than $100,000 4=or $100,000 or more? D, R	SKIP TO I053	P	
IX66 (IJ64_UXT)	IX66 :440/ 4 : 1 (1991) IY66 :440/ 31 : 1 (1992)	Would you say...	1=less than $5,000 2=at least $5,000 but less than $10,000 3=at least $10,000 but less than $20,000 4=or at least $20,000 but less than $30,000? D, R		P	

Appendix D: Facsimiles of B&B:93/03 Interview and Previous Interviews

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
I053 (IJ64_UXT)	I053 :440/ 5 : 6 (1991) IP53 :440/ 32 : 6 (1992)	What is your estimate of <u>your</u> total income from all <u>jobs</u> in (<u>1991</u>/<u>1992</u>)? Please exclude income from work-study and assistantships, untaxed income or income from other sources such as interest, dividends, and capital gains.	0 - 999990 D, R	<u>1991</u> **IF ZI32 > 0** COPY ZI32 TO THE CATI RECORD, DO NOT DISPLAY I053 FOR 1991 IN CATI, AND SKIP TO I059 IF I053 IS ASKED IN CATI FOR 1991 AND I053 ∃ 0, SKIP TO I059 ----------------------- <u>1992</u> IF I053 ∃ 0, SKIP TO I059	SI: 91 P: 92	<u>1992</u>: I053 CANNOT = 0 IF EXX1 = 1 <u>1991/1992</u>: I053 CANNOT BE > I064/IX65/IX66 ZI32: IF > 0 CADE INDICATES STUDENT JOB EARNINGS
I054 (IJ64_UXT)	I054 :440/ 11 : 1 (1991) IP54 :440/ 38 : 1 (1992)	Would you estimate your (<u>1991</u>/<u>1992</u>) total income from all jobs was...	1=$30,000 or more 2=less than $30,000 D, R	D OR R = SKIP TO I059 2 = SKIP TO IX55	P	
IX54 (IJ64_UXT)	IX54 :440/ 12 : 1 (1991) IY54 :440/ 39 : 1 (1992)	Would you say...	1=at least $30,000 but less than $50,000 2=at least $50,000 but less than $75,000 3=at least $75,000 but less than $100,000 4=or $100,000 or more? D, R	SKIP TO I059	P	
IX55 (IJ64_UXT)	IX55 :440/ 13 : 1 (1991) IY55 :440/ 40 : 1 (1992)	Would you say...	1=less than $5,000 2=at least $5,000 but less than $10,000 3=at least $10,000 but less than $20,000 4=or at least $20,000 but less than $30,000? D, R		P	
INSTRUCTION BOX I059				IF STUDENT IS MARRIED (D001 = 1) ASK I060; OTHERWISE, SKIP TO IX56		

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
I060 (IJ64_UXT)	I060 :440/ 14 : 6 (1991) IP60 :440/ 41 : 6 (1992)	What is your estimate of your spouse's total income from all jobs in (1991/1992)? Please exclude income from work-study and assistantships, untaxed income or income from other sources such as interest, dividends, and capital gains.	0 - 999990 D, R	<u>1991</u> IF **ZI34 > 0** COPY ZI34 TO THE CATI RECORD, DO NOT DISPLAY I060 FOR 1991 IN CATI, AND SKIP TO IX56; IF I060 IS ASKED IN CATI FOR 1991 AND ∃ 0, SKIP TO IX56 ------------------ <u>1992</u> IF I060 ∃ 0 SKIP TO IX56	SI: 91 P: 92	CANNOT BE > I064/IX65/IX66 ZI34: IF > 0 CADE INDICATES SPOUSE JOB EARNINGS
IX61 (IJ64_UXT)	IX61 :440/ 20 : 1 (1991) IY61 :440/ 47 : 1 (1992)	Would you estimate your spouse's income from all jobs in (1991/1992) was...	1=$30,000 or more 2=less than $30,000 D, R	2 = SKIP TO IX63 D OR R = SKIP TO IX56	P	
IX62 (IJ64_UXT)	IX62 :440/ 21 : 1 (1991) IY62 :440/ 48 : 1 (1992)	Would you say...	1=at least $30,000 but less than $50,000 2=at least $50,000 but less than $75,000 3=at least $75,000 but less than $100,000 4=or $100,000 or more? D, R	SKIP TO IX56	P	
IX63 (IJ64_UXT)	IX63 :440/ 22 : 1 (1991) IY63 :440/ 49 : 1 (1992)	Would you say...	1=less than $5,000 2=at least $5,000 but less than $10,000 3=at least $10,000 but less than $20,000 4=or at least $20,000 but less than $30,000? D, R		P	
IX56 (IJ64_UXT)	IX56 :440/ 50 : 1 (1991) IY56 :440/ 56 : 1 (1992)	Have you (,your spouse) (or your parents/father/male guardian/mother/female guardian) received <u>food stamps</u> since January, 1991?	1=YES 2=NO D, R **NOTES ON TEXT SUBSTITUTIONS:** TEXT SUBSTITUTE THE PHRASE "AND YOUR SPOUSE" IF D001 = 1,2,3,or 4.	2, R, D = SKIP TO I067	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
IX57 **(IJ64_UXT)**	IX57 :440/ 51 : 1 (1991) IY57 :440/ 57 : 1 (1992)	Who received the food stamps?	1=ONLY RESPONDENT AND/OR SPOUSE 2=ONLY PARENT(S)/GUARDIAN(S) 3=BOTH PARENT(S) AND RESPONDENT AND/OR SPOUSE D, R		P	
I067 **(IJ64_UXT)**	Social security: I067 :440/ 52 : 1 (1991) IP67 :440/ 58 : 1 (1992) AFDC or ADC: I400 :440/ 53 : 1 (1991) I500 :440/ 59 : 1 (1992) child support: I401 :440/ 54 : 1 (1991) I501 :440/ 60 : 1 (1992) other untaxed income: I402 :440/ 55 : 1 (1991) I502 :440/ 61 : 1 (1992)	Did you (and your spouse) receive any <u>untaxed</u> income or benefits in (<u>1991</u>/<u>1992</u>), such as... ... Social Security? ... AFDC or ADC? (Aid to Families with Dependent Children) ... child support? ... or other untaxed income, such as welfare benefits, workers compensation?	1=YES 2=NO YES/NO FOR EACH ITEM D, R **NOTES ON TEXT SUBSTITUTIONS:** TEXT SUBSTITUTE THE PHRASE "AND YOUR SPOUSE" IF D001 = 1,2,3,or 4.	IF **ZI36 = 1**, COPY ZI36 TO THE CATI RECORD, AND DO NOT DISPLAY I067 IN CATI FOR <u>1991</u>; IF **ZI40 = 1**, COPY ZI40 TO THE CATI RECORD, AND DO NOT DISPLAY I067 IN CATI FOR <u>1991</u>; IF **ZI44 = 1**, COPY ZI44 TO THE CATI RECORD, AND DO NOT DISPLAY I067 IN CATI FOR <u>1991</u>; IF **ZI48 = 1**, COPY ZI48 TO THE CATI RECORD, AND DO NOT DISPLAY I067 IN CATI FOR <u>1991</u> ----------------------- RETURN TO I064 TO COLLECT DATA FOR 1992; OR, IF 1992 ALREADY COLLECTED, CONTINUE TO IP69.	SI: 91 P: 92	ZI36 = CADE INDICATES IF SOCIAL SECURITY RECEIVED; ZI40 = CADE INDICATES IF AFDC RECEIVED; ZI44 = CADE INDICATES IF CHILD SUPPORT RECEIVED; ZI48 = CADE INDICATES IF OTHER UNTAXED RECEIVED;
Timestamp	TV55 :327/ 79 : 8 CV55 :328/ 7 : 5	cumulative time cumulative question count				

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
IP69	IP69 :441/ 16 : 6	Now I would like to ask you about your assets and debts. Currently, what is the total worth of your (and your spouse's) cash, savings, and checking accounts?	0 - 999990 D, R	IF ∃ 0 SKIP TO I513	P	
I504	I504 :441/ 22 : 1	Would you estimate your (and your spouse's) current cash, savings, and checking accounts to be worth...	1=less than $500 2=at least $500 but less than $1000 3=at least $1,000 but less than $2,500 4=at least $2,500 but less than $5,000 5=at least $5,000 but less than $10,000 6=at least $10,000 but less than $25,000 7=or, $25,000 or more? D, R		P	
I513	I513 :441/ 23 : 6	Currently, what is... the total worth of your (and your spouse's) retirement and/or pension accounts? RETIREMENT/PENSION ACCOUNTS MAY INCLUDE, FOR EXAMPLE, IRA'S EMPLOYEE STOCK OPTION PLANS (ESOP), KEOGH'S, 401K	0 - 999990 D, R	IF ∃ 0 SKIP TO IP70	P	
I514	I514 :441/ 29 : 1	Would you estimate your (and your spouse's) current retirement and/or pension accounts to be worth...	1=less than $500 2=at least $500 but less than $1000 3=at least $1,000 but less than $2,500 4=at least $2,500 but less than $5,000 5=at least $5,000 but less than $10,000 6=at least $10,000 but less than $25,000 7=or, $25,000 or more? D, R		P	
IP70	IP70 :441/ 30 : 7	Currently, what is... the total worth of your (and your spouse's) home? (IF RENTING OR IF NOT A HOMEOWNER, ENTER 0)	0 - 9999990 D, R	IF 0 SKIP TO IP72 IF > 0 SKIP TO IP71	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
I505	I505 :441/ 37 : 1	Would you estimate your (and your spouse's) current home value to be worth...	1=less than $25,000 2=at least $25,000 but less than $50,000 3=at least $50,000 but less than $100,000 4=at least $100,000 but less than $250,000 5=at least $250,000 but less than $500,000 6=or, $500,000 or more D, R	R OR D = SKIP TO IP72	P	
IP71	IP71 :441/ 38 : 6	How much is <u>currently</u> owed?	0 - 999990 D, R	IF ∃ 0 SKIP TO IP72	P	
I506	I506 :441/ 44 : 1	Would you estimate the amount <u>currently</u> owed to be...	1=less than $25,000 2=at least $25,000 but less than $50,000 3=at least $50,000 but less than $100,000 4=at least $100,000 but less than $250,000 5=at least $250,000 but less than $500,000 6=or, $500,000 or more D, R		P	
IP72	IP72 :441/ 45 : 7	<u>Currently</u>, what is... the total worth of your (and your spouse's) other real estate and investments? (IF NONE, ENTER 0)	0 1 - 9999990 D, R	IF 0 SKIP TO IP74 IF > 0 SKIP TO IP73	P	
I507	I507 :441/ 52 : 1	Would you estimate the current value of your (and your spouse's) other real estate and investments to be worth...	1=less than $5,000 2=at least $5,000 but less than $10,000 3=at least $10,000 but less than $15,000 4=at least $15,000 but less than $25,000 5=at least $25,000 but less than $50,000 6=or, $50,000 or more D, R	R OR D = SKIP TO IP74	P	
IP73	IP73 :441/ 53 : 7	How much is <u>currently</u> owed?	0 - 9999990 D, R	IF ∃ 0 SKIP TO IP74	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
I508	I508 :441/ 60 : 1	Would you estimate the amount currently owed to be...	1=less than $5,000 2=at least $5,000 but less than $10,000 3=at least $10,000 but less than $15,000 4=at least $15,000 but less than $25,000 5=at least $25,000 but less than $50,000 6=or, $50,000 or more D, R		P	
IP74	IP74 :441/ 61 : 7	Currently, what is... the total worth of your (and your spouse's) business, including farms? (IF NONE, ENTER 0)	0 1 - 9999990 D, R	IF > 0 SKIP TO IP75 IF 0 SKIP TO SECTION J	P	
I509	I509 :441/ 68 : 1	Would you estimate the current value of your (and your spouse's) business and/or farm to be worth...	1=less than $25,000 2=at least $25,000 but less than $50,000 3=at least $50,000 but less than $100,000 4=at least $100,000 but less than $250,000 5=or, $250,000 or more? D, R	D OR R = SKIP TO SECTION J	P	
IP75	IP75 :441/ 69 : 6	How much is currently owed?	0 - 999990 D, R	IF ∃ 0 SKIP TO SECTION J	P	
I510	I510 :441/ 75 : 1	Would you estimate the amount currently owed to be...	1=less than $25,000 2=at least $25,000 but less than $50,000 3=at least $50,000 but less than $100,000 4=at least $100,000 but less than $250,000 5=$250,000 or more? D, R	CONTINUE TO SECTION J	P	
Timestamp	TV56 :328/ 12 : 8 CV56 :328/ 20 : 5	cumulative time cumulative question count				

SECTION J; DEMOGRAPHICS

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
J08b	J008 :441/ 76 : 1 J009 :441/ 77 : 1 J010 :441/ 78 : 1 J08b :441/ 79 : 1 (grid control variable)	In deciding to attend SAMPLE SCHOOL did you consider...,	1=the graduation rate? 2=the campus crime rate? 3=the job placement rate of recent graduates from this school? YES/NO FOR EACH ITEM e=EXIT GRID, ALL DONE		P	

JX10	JX10 :441/ 80 : 1	Since you started your postsecondary education, have you <u>ever</u> taken any remedial or developmental instruction to improve your reading, writing, math, or study skills?	1=YES
			2=NO
			
			D, R
				<u>NON-B&B</u>
				IF (JX10=2,D,R) <u>AND</u> (PARENT IS NOT SELECTED FOR THE PARENT INTERVIEW) <u>OR</u> (PARENT IS SELECTED FOR THE INTERVIEW BUT HAS ALREADY BEEN INTERVIEWED) THEN SKIP TO >ENDK<
				
				IF (JX10=2,D,R) AND PARENT IS SELECTED FOR THE PARENT INTERVIEW BUT HAS NOT YET BEEN INTERVIEWED, SKIP TO BOX K001
				
				<u>B&B</u>
				IF (JX10=2,D,R), SKIP TO J019
					P	

JJ11	JJ11 :442/ 1 : 1	REMEDIAL INSTRUCTION USER EXIT (J011CLIP) INTERVIEWER: PLEASE ENTER THE RESPONSES IN THE USEREXIT.	1=ENTER THE USEREXIT			

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
J011	Y or N answers J11A :442/ 2 : 1 J11B :442/ 3 : 1 J11C :442/ 4 : 1 J11D :442/ 5 : 1 hours of instruction J12A :442/ 6 : 4 J12B :442/ 10 : 4 J12C :442/ 14 : 4 J12D :442/ 18 : 4	During the 1992-93 school year, did you take remedial or developmental instruction to improve your skills in... ... reading? ... writing? ... mathematics? ... or study skills? FOR EACH YES: How many hours of remedial or developmental instruction have you taken in (INSERT SKILL AREA)?	1=YES 2=NO YES/NO FOR EACH ITEM D, R 4 COLUMNS PER ITEM FOR HOURS OF INSTRUCTION	NON-B&B IF PARENT IS NOT SELECTED FOR THE PARENT INTERVIEW OR PARENT IS SELECTED BUT HAS ALREADY BEEN INTERVIEWED THE SKIP TO >ENDK< IF PARENT IS SELECTED FOR THE PARENT INTERVIEW AND HAS NOT YET BEEN INTERVIEWED, SKIP TO BOX K001 B&B CONTINUE TO J019	P	
Timestamp	TV61 :328/ 77 : 8 CV61 :329/ 5 : 5	cumulative time cumulative question count				
J019	J019 :442/ 52 : 1	As mentioned earlier during our interview, you are part of a Department of Education special study to determine what happens to students after they graduate from college. The research staff would like to talk with you again to determine how your plans have worked out. To find you, we need some additional information. This information will be kept in strict confidence and will only be used for future survey purposes. Please tell me the name, address and telephone number of a person, a relative other than your parents if possible, who lives at an address different from yours, and who will always know where to get in touch with you.	1=ENTER "1" TO CONTINUE R=REFUSED	B&B ONLY R = SKIP TO J038	P	
J020 **(J019_UXT)**	J020 :442/ 56 :15	FIRST NAME:	_____ 15 columns D,R	B&B ONLY	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
J021 **(J019_UXT)**	J021 :442/ 71 : 1	INITIAL:	__ 1 column D,R	B&B ONLY	P	
J022 **(J019_UXT)**	J022 :442/ 72 :20	LAST NAME:	_____ 20 columns D,R	B&B ONLY	P	
INSTRUCTION BOX J023				IF (J020=R) OR (J020 <u>&</u> J022=D), SKIP TO JO38		
J024 **(J019_UXT)**	J024 :443/ 12 :30	STREET ADDRESS:	_____ 30 columns D,R	B&B ONLY	P	
J24A **(J019_UXT)**	JA24 :443/ 42 :30	STREET ADDRESS (LINE 2), INCLUDING APT. #:	_____ 30 columns D,R	B&B ONLY	P	
J025 **(J019_UXT)**	J025 :443/ 72 :20	CITY:	_____ 20 columns D,R	B&B ONLY	P	
J25a **(J019_UXT)**	J026 :444/ 12 : 2	STATE:	__ 2 columns D,R	B&B ONLY	P	
J027 **(J019_UXT)**	J027 :444/ 14 : 5	ZIP CODE:	_____ 5 columns D,R	B&B ONLY	P	
J27X **(J019_UXT)**	J028 :444/ 19 :20	COUNTRY:	_____ 20 columns USA is set as default	B&B ONLY	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
J029 J030 **(J019_UXT)**	J029 :444/ 39 : 6 J030 :444/ 45 : 8	AREA CODE: PHONE NUMBER:	(_ _ _) _ _ _ - _ _ _ _ (999) 999-9999 = NO PHONE D,R	B&B ONLY	P	
J032	J032 :445/ 15 : 2	What is this person's relationship to you?	1=MOTHER/FEMALE GUARDIAN 2=FATHER/MALE GUARDIAN 3=SISTER/BROTHER 4=SPOUSE 5=OTHER RELATIVE 6=FRIEND 91=OTHER D, R	B&B ONLY IF (J032 = 1-7, D OR R) THEN SKIP TO J038. OTHERWISE, CONTINUE TO J033	P	
J033	J033 :445/ 17 :30	SPECIFY:	_____ 30 columns	B&B ONLY CONTINUE TO J038	P	
J038	JG38 :445/ 47 : 1	We would like to verify your permanent address. Is it the same as or close to... STREET ADDRESS: (PRE-LOADED DATA HERE) CITY: (PRE-LOADED DATA HERE) STATE: (PRE-LOADED DATA HERE) ZIP CODE: (PRE-LOADED DATA HERE) COUNTRY:	1, 2, 3, 4 5=NONE OF THE ABOVE	B&B ONLY 1=SKIP TO J043	P	
JJ38	JJ38 :445/ 48 : 1	INTERVIEWER: DO YOU NEED TO CORRECT THE PERMANENT ADDRESS OF THE STUDENT? ADDRESS: (PRE-LOAD INFORMATION) PHONE: (PRE-LOAD INFORMATION)	1=YES 2=NO			
J039 **(J038_UXT)**	J039 :445/ 50 :30	What is your STREET ADDRESS?	_____ 30 columns D,R	B&B ONLY	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
JJ39 **(J038_UXT)**	JJ39 :445/ 80 :30	STREET ADDRESS (LINE 2), INCLUDING APT #:	_____ 30 columns D,R	B&B ONLY	P	
J040 **(J038_UXT)**	J040 :446/ 30 :20	CITY:	_____ 20 columns D,R	B&B ONLY	P	
J40a **(J038_UXT)**	J041 :446/ 50 : 2	STATE:	__ 2 columns D,R	B&B ONLY	P	
J042 **(J038_UXT)**	J042 :446/ 52 : 5	ZIP CODE:	_____ 5 columns D,R	B&B ONLY	P	
J42X **(J038_UXT)**	JA42 :446/ 57 :20	COUNTRY	_____ 20 columns USA is set as default	B&B ONLY	P	
J42P JQ42 **(J038_UXT)**	JP42 :446/ 77 : 6 JQ42 :447/ 3 : 8	AREA CODE PHONE NUMBER	(_ _ _) _ _ _ - _ _ _ _ (999) 999-9999 = NO PHONE D,R	B&B ONLY	P	
J043	JG43 :447/ 39 : 1	We would also like to verify your <u>local or current</u> address. Is it the same as or close to... STREET ADDRESS: (PRE-LOADED DATA HERE) CITY: (PRE-LOADED DATA HERE) STATE: (PRE-LOADED DATA HERE) ZIP CODE: (PRE-LOADED DATA HERE) COUNTRY:	1,2,3,4 5=NONE OF THE ABOVE	B&B ONLY 1,3 = SKIP TO J034	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
JJ43	JJ43 :447/ 40 : 1	INTERVIEWER: DO YOU NEED TO CORRECT THE LOCAL OR CURRENT ADDRESS OF THE STUDENT? ADDRESS: (PRE-LOADED INFORMATION) PHONE: (PRE-LOADED INFORMATION)	1=YES 2=NO			
J044 (J043_UXT)	J044 :447/ 42 :30	STREET ADDRESS?	_____ 30 columns D,R	B&B ONLY	P	
JJ44 (J043_UXT)	JJ44 :447/ 72 :30	STREET ADDRESS (LINE 2), INCLUDING APT. #:	_____ 30 columns D,R	B&B ONLY	P	
J045 (J043_UXT)	J045 :448/ 22 :20	CITY:	_____ 20 columns D,R	B&B ONLY	P	
J45a (J043_UXT)	J046 :448/ 42 : 2	STATE:	__ 2 columns D,R	B&B ONLY	P	
J047 (J043_UXT)	J047 :448/ 44 : 5	ZIP CODE:	_____ 5 columns D,R	B&B ONLY	P	
J47X (J043_UXT)	JA47 :448/ 49 :20	COUNTRY:	_____ 20 columns USA is set as default	B&B ONLY	P	
J47P JQ47 (J043_UXT)	JP47 :448/ 69 : 6 JQ47 :448/ 75 : 8	AREA CODE PHONE NUMBER	(_ _ _) _ _ _ - _ _ _ _ (999) 999-9999 = NO PHONE D,R	B&B ONLY	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
J034	J034 :449/ 31 : 1	Do your friends, neighbors or relatives know you by any name other than (INSERT RESPONDENT'S FIRST AND LAST NAME)?	1=YES 2=NO D, R	B&B ONLY 2,D,R = SKIP TO JJ36	P	
J035	J035 :449/ 32 :36	What is that other name?	_____ 15 columns	B&B ONLY CONTINUE TO JJ36	P	
JJ36	JJ36 :449/ 68 : 1 (intro screen) J036 :449/ 69 : 2 (state abbr.)	To assist us in locating you later, please tell me the state in which your driver's license was issued. INTERVIEWER: IN THE USEREXIT, ENTER THE STATE ABBREVIATION AND VERIFY BY SELECTING THE STATE FROM THE LIST. IF CANADA, ENTER CN AND THEN ENTER AND VERIFY THE CANADIAN PROVINCE.	1=SPECIFY STATE ABBREVIATION IN THE USEREXIT N,n = DOES NOT HAVE A DRIVER'S LICENSE D = DON'T KNOW R = REFUSED	B&B ONLY N=SKIP TO J048	P	
J037	J037 :449/ 71 :25	May I have your driver's license number?	NUMBER: _____ 25 columns D,R	B&B ONLY CONTINUE TO J048	P	
J048	J048 :450/ 16 :25	In what city do you expect to be living a year from now?	_____ 25 columns D,R	B&B ONLY	P	
JJ49	JJ49 :450/ 41 : 1 (intro screen) J049 :450/ 42 : 2 (state abbr.)	In what state is that? INTERVIEWER: IN THE USEREXIT, ENTER THE STATE ABBREVIATION AND VERIFY BY SELECTING THE STATE FROM THE LIST. IF CANADA, ENTER CN AND THEN ENTER AND VERIFY THE CANADIAN PROVINCE.	1=SPECIFY STATE ABBREVIATION IN THE USEREXIT D,R	B&B ONLY	P	
Timestamp	TV65 :329/ 49 : 8 CV65 :329/ 57 : 5	cumulative time cumulative question count				

SECTION K: LOCATING INFORMATION

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So ur ce	Range/Consistency Checks
INSTRUCTION BOX K001				IF SOCIAL SECURITY NUMBER IS AVAILABLE (ZK2 = 001000000 - 728999999) CONTINUE TO K002; OTHERWISE, SKIP TO K003.		ZK2 = SSN FROM CADE
K002	K002 :450/ 49 : 1	I have your Social Security number as (LOAD IN SSN FROM ZK2). Is that correct?	H,h=HELP SCREEN -- IF RESPONDENT IS RELUCTANT 1=CORRECT - EXACT MATCH 2=INCORRECT - DOES NOT MATCH	1 = SKIP TO BOX K004	P	ZK2 = SSN FROM CADE
KHLP	KHLP :450/ 44 : 1	This number will be used to confirm information abstracted from institutional records. Giving us your Social Security number is completely voluntary, and there is no penalty for not disclosing it. It is needed so that any information gathered at a later date gets correctly matched with the same individual. We are authorized to ask these questions by Section 406 of the General Education Provisions Act (20 USC 122e-1).	ENTER <1> TO CONTINUE			
K003	K003 :450/ 50 : 9	What is your Social Security number?	H,h=HELP SCREEN -- IF RESPONDENT IS RELUCTANT 0-999999999 ENTER THE SOCIAL SECURITY NUMBER (WITHOUT THE HYPHENS) N,n= DOES NOT HAVE A SOCIAL SECURITY NUMBER D,R		P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
INSTRUCTION BOX K004				K005 - K016 ARE ASKED ONLY FOR B&B STUDENTS, AND NON-B&B STUDENTS WHOSE PARENTS HAVE BEEN SELECTED FOR A PARENT INTERVIEW BUT HAVE NOT YET BEEN INTERVIEWED		
K005	referent parent K005 :450/ 70 : 1 non-referent parent KY05 :453/ 34 : 1	We might like to get some information from your (parents/guardians/mother/female guardian/father/male guardian) concerning (their/his/her) role in financing your education after high school. Please give me the name, address and telephone number of your (parents/guardians/mother/female guardian/father/male guardian) in case we need to contact them.	ENTER "1" TO CONTINUE = 1 D,R	COLLECT THE FOLLOWING INFORMATION FOR EACH PARENT		
KJ05	referent parent KJ05 :450/ 72 : 1 non-referent parent KW05 :453/ 36 : 1	INTERVIEWER: DO YOU NEED TO CORRECT THE NAME, ADDRESS, OR PHONE NUMBER OF (parents/guardians/mother/female guardian/father/male guardian)? NAME: (PRE-LOAD INFORMATION) ADDRESS: (PRE-LOAD INFORMATION) PHONE:(PRE-LOAD INFORMATION)	1=YES 2=NO			
KG05	referent parent KG05 :450/ 71 : 1 non-referent parent KU05 :453/ 35 : 1	Is the name and address of (parents/guardians/mother/female guardian/father/male guardian) same as or close to: NAME: (PRE-LOADED INFORMATION) ADDRESS: (PRE-LOADED INFORMATION) PHONE;(PRE-LOADED INFORMATION)	1, 2, 3, 4 5=NONE OF THE ABOVE			

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
K006	referent parent K006 :450/ 74 :15 non-referent parent KY06 :453/ 38 :15	FIRST NAME:	_____ 15 columns D,R		P	
K007	referent parent K007 :451/ 9 : 1 non-referent parent KY07 :453/ 53 : 1	MIDDLE INITIAL:	__ 1 column D,R		P	
K008	referent parent K008 :451/ 10 :20 non-referent parent KY08 :453/ 54 :20	LAST NAME:	_____ 20 columns D,R		P	
INSTRUCTION BOX K08A				IF (K006=R) OR (K006 AND K008=D), SKIP TO >ENDK<		
K009	referent parent K016 :453/ 33 : 1 non-referent parent KY16 :455/ 77 : 1	What is this person's relationship to you?	FATHER/MALE GUARDIAN = 1 MOTHER/FEMALE GUARDIAN = 2			
K010	referent parent K010 :451/ 30 :30 non-referent parent KY10 :453/ 74 :30	STREET ADDRESS:	_____ 30 columns D,R		P	
K10A	referent parent KA10 :451/ 60 :30 non-referent parent KZ10 :454/ 24 :30	STREET ADDRESS (LINE 2), INCLUDING APT. #:	_____ 30 columns D,R		P	
K011	referent parent K011 :452/ 10 :20 non-referent parent KY11 :454/ 54 :20	CITY:	_____ 20 columns D,R		P	
K11a	referent parent K012 :452/ 30 : 2 non-referent parent KY12 :454/ 74 : 2	STATE:	__ 2 columns D,R		P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	Source	Range/Consistency Checks
K013	referent parent K013 :452/ 32 : 5 non-referent parent KY13 :454/ 76 : 5	ZIP CODE:	_____ 5 columns D,R		P	
K13X	referent parent KA13 :452/ 37 :20 non-referent parent KZ13 :455/ 1 :20	COUNTRY:	_____ 20 columns USA is set as the default		P	
K014 K015	referent parent K014 :452/ 57 : 6 K015 :452/ 63 : 8 non-referent parent KY14 :455/ 21 : 6 KY15 :455/ 27 : 8	AREA CODE: PHONE NUMBER:	(_ _ _) _ _ _ - _ _ _ _ 999-999-9999=NO PHONE D,R		P	
Timestamp	TV70 :330/ 34 : 8 CV70 :330/ 42 : 5	cumulative time cumulative question count				
ENDK		END OF STUDENT INTERVIEW. INTERVIEWER: EXPLAIN THE RESULTS OF THE CALL IN THE FOLLOWING COMMENTS SCREEN.	<1> PRESS 1 TO CONTINUE			

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Appendix D: Facsimiles of B&B:93/03 Interview and Previous Interviews

SECTION L: PARENTAL SUPPORT

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Check
Timestamp	TV71 :330/ 47 : 8 CV71 :330/ 55 : 5	cumulative time cumulative question count				
L001	L001 :501/ 58 : 1	The following questions are about your role in financing (SAMPLE STUDENT'S NAME)'s 1992-93 school year expenses at SAMPLE SCHOOL, that is, <u>July 1 1992 to June 30, 1993</u>. But first I need to ask your marital status in order to determine the questions I will ask you later on in the interview. Are you currently ...	1=Single, divorced, or widowed 2=Married 3=Separated D,R **NOTES ON TEXT SUBSTITUTIONS:** IF L001 = 2, THEN THE PHRASE "YOUR SPOUSE" SHOULD APPEAR FOR THE INTERVIEWER IN ALL QUESTIONS WERE THE PHRASE IS INDICATED IN PARENTHESES. IF L001 = 1,3,D,R, THEN THE PHRASE "YOUR SPOUSE" SHOULD <u>NOT</u> APPEAR FOR THE INTERVIEWER TO READ.		P	
L003	L003 :504/ 69 : 1	The following questions are about your (and your spouse's) contributions or loans of money to (SAMPLE STUDENT'S NAME) to help pay for (his/her) 1992-93 school year expenses.	PRESS <1> TO CONTINUE			
L004	L004 :504/ 70 : 5	How much money have <u>you (and your spouse)</u> <u>contributed</u> to help meet (SAMPLE STUDENT'S NAME)'s expenses for the 1992-93 school year? Please include money paid directly to the school for tuition and room and board, as well as expenses that were directly related to (SAMPLE STUDENT'S NAME)'s enrollment in school, such as rent, food, personal expenses, and transportation. By contribute, we mean only money that you <u>do</u> <u>not</u> expect to be paid back.	0-99990 D,R	IF ∃ 0, SKIP TO L005	P	PROBE IF ∃ $50,000
LXX4	LXX4 :504/ 75 : 1	Would you estimate your (and your spouse's) contributions were...	1=...less than $1,000 2=...at least 1,000 but less than $5,000 3=...at least $5,000 but less than $10,000 4=...at least $10,000 but less than $20,000 5=...or, $20,000 or more		P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Check
			D,R			
L005	L005 :504/ 76 : 1	Were any of (SAMPLE STUDENT'S NAME)'s living and school expenses for the 1992 - 93 school year funded by contributions from your <u>relatives, friends, or a former spouse</u>? Please do not include previously mentioned amounts.	1=YES 2=NO D,R	2,D,R = SKIP TO L007	P	
L006	L006 :504/ 77 : 5	How much were the contributions?	1-99990 Dollars D,R	IF > 0, SKIP TO L007	P	
LXX6	LXX6 :505/ 2 : 1	Would you estimate the contributions were...	1 = ...less than $1,000 2 = ...at least 1,000 but less than $5,000 3 = ...at least $5,000 but less than $10,000 4 = ...at least $10,000 but less than $20,000 5 = ...or, $20,000 or more D,R		P	
L007	L007 :505/ 3 : 5	How much money did you (and your spouse) <u>lend</u> to (SAMPLE STUDENT'S NAME) to help (him/her) meet (his/her) 1992-93 school year expenses? By lend, we mean only money that you <u>do</u> expect (him/her) to pay back.	0-99990 Dollars D,R	IF ∃ 0, SKIP TO BOX L008	P	
LXX7	LXX7 :505/ 8 : 1	Would you estimate the loans were...	1 = ...less than $1,000 2 = ...at least 1,000 but less than $5,000 3 = ...at least $5,000 but less than $10,000 4 = ...at least $10,000 but less than $20,000 5 = ...or, $20,000 or more D,R		P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Check
INSTRUCTION BOX L008				IF RESPONDENT MADE <u>NO CONTRIBUTIONS OR LOANS</u> TO THE SAMPLE STUDENT (L004=0 AND L007=0), CONTINUE TO L08A; OTHERWISE, SKIP TO L009		
L08A	L08A :505/ 9 : 1	You stated that you(and your spouse) contributed $[L004] and contributed $[L007] to help meet (SAMPLE STUDENT'S NAME) expenses. Is that correct?	1=YES 2=NO D,R	2,D=RETURN TO L004		ASK ONLY IF BOTH L004 <u>AND</u> L007 ARE ZERO
L009	L009 :505/ 10 : 1	The next questions are about types of support <u>other</u> than money. Please <u>do not</u> include anything you have told me about so far. Since July 1, 1992 have you (and your spouse) provided (SAMPLE STUDENT'S NAME) with forms of support such as housing, meals, clothing, the use of charge cards, or help with automobile payments, repairs, or any type of insurance? Please do <u>not</u> include any amounts we have already discussed.	1 = YES 2 = NO D,R	2,D,R = SKIP TO INSTRUCTION BOX L018	P	
L010	L010 :505/ 11 : 5	How much do you think that support was worth?	0-499 Dollars 500-99990 Dollars D,R	IF $0 TO $499, SKIP TO INSTRUCTION BOX L018 IF ∃ $500, SKIP TO LJ11 D,R=CONTINUE	P	
LX10	LX10 :505/ 16 : 1	Would you estimate the other support was worth ...	1 = ...less than $500 2 = ...at least $500 but less than $1,000 3 = ...at least $1,000 but less than $2,000 4 = ...at least $2,000 but less than $3,000 5 = ...at least $3,000 but less than $4,000 6 = ...or, $4,000 or more?	1,D,R = SKIP TO BOX L018	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Check
			D,R			
LJ11	Grid control variable: LJ11 :505/ 24 : 1 These will have Y or N values: L11a :505/ 17 : 1 (housing) L11b :505/ 18 : 1 (meals) L11c :505/ 19 : 1 (clothing) L11d :505/ 20 : 1 (charge cards) L11e :505/ 21 : 1 (auto loan) L11f :505/ 22 : 1 (repairs to auto) L11g :505/ 23 : 1 (insurance)	Did you provide (SAMPLE STUDENT'S NAME) with... ... housing? ... meals? ... clothing? ... charge cards? ... help on automobile loan payments? ... repairs to (his/her) automobile? ... or any type of insurance, including car, health, and life insurance?	1 = YES 2 = NO D,R (YES/NO/D/R FOR EACH ITEM)		P	
INSTRUCTION BOX L018				IF RESPONDENT DID <u>NOT CONTRIBUTE NOR LEND</u> ANY MONEY TO SAMPLE STUDENT (L004 = 0 <u>AND</u> L007 = 0), THEN SKIP TO L039		
Timestamp	TV72 :330/ 60 : 8 CV72 :330/ 68 : 5	cumulative time cumulative question count				
LJ19,#1 **GRID LJ19**	L19a :505/ 25 : 1	In order to <u>contribute or lend</u> money for (SAMPLE STUDENT'S NAME)'s 1992 - 93 school year expenses, did you (or your spouse) use money from... ... savings accounts, money market accounts, or Certificates of Deposit?	1=YES 2=NO D,R	2,D,R = SKIP TO L019,#2	P	
L020 **GRID LJ19**	L20a :505/ 31 : 1	Were these accounts or certificates set aside <u>specifically</u> for (SAMPLE STUDENT'S NAME)'s education?	1=YES 2=NO D,R		P	
L021 **GRID LJ19**	L21a :505/ 37 : 1	Were these accounts in your (or your spouse's) name, (SAMPLE STUDENT'S NAME)'s name, or both parent and student?	1=PARENT 2=STUDENT 3=JOINT/BOTH PARENT AND STUDENT		P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Check
			D,R			
L019,#2 **GRID LJ19**	L19b :505/ 26 : 1	... a trust fund?	1=YES 2=NO D,R	2,D,R = SKIP TO L019,#3	P	
L023 **GRID LJ19**	L20b :505/ 32 : 1	Was this fund set aside <u>specifically</u> for (SAMPLE STUDENT'S NAME)'s education?	1=YES 2=NO D,R		P	
L024 **GRID LJ19**	L21b :505/ 38 : 1	Was the fund in your (or your spouse's) name, (SAMPLE STUDENT'S NAME)'s name, or both parent and student?	1=PARENT 2=STUDENT 3=JOINT/BOTH PARENT AND STUDENT D,R		P	
L019,#3 **GRID LJ19**	L19c :505/ 27 : 1	... stocks, bonds or mutual funds?	1=YES 2=NO D,R	2,D,R = SKIP TO L019,#4	P	
L026 **GRID LJ19**	L20c :505/ 33 : 1	Were these stocks, bonds or mutual funds <u>specifically</u> set aside for (SAMPLE STUDENT'S NAME)'s education?	1=YES 2=NO D,R		P	
L027 **GRID LJ19**	L21c :505/ 39 : 1	Were these accounts in your (or your spouse's) name, (SAMPLE STUDENT'S NAME)'s name, or both parent and student?	1=PARENT 2=STUDENT 3=JOINT/BOTH PARENT AND STUDENT D,R		P	
L019,#4 **GRID LJ19**	L19d :505/ 28 : 1	... real estate investments <u>other than</u> your primary residence?	1=YES 2=NO D,R	2,D,R = SKIP TO L019,#5	P	
L029 **GRID LJ19**	L20d :505/ 34 : 1	Were these investments <u>specifically</u> set aside for (SAMPLE STUDENT'S NAME)'s education?	1=YES 2=NO D,R		P	
L030	L21d :505/ 40 : 1	Were these investments in your (or your spouse's) name, (SAMPLE STUDENT'S	1=PARENT 2=STUDENT		P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Check
GRID LJ19		NAME), or both parent and student?	3=JOINT/BOTH PARENT AND STUDENT D,R			
L019,#5 **GRID LJ19**	L19e :505/ 29 : 1	... life insurance policies?	1=YES 2=NO D,R	2,D,R = SKIP TO L019,#6	P	
L032 **GRID LJ19**	L20e :505/ 35 : 1	Were these policies <u>specifically</u> set aside for (SAMPLE STUDENT'S NAME)'s education?	1=YES 2=NO D,R		P	
L033 **GRID LJ19**	L21e :505/ 41 : 1	Were these policies in your (or your spouse's) name, (SAMPLE STUDENT'S NAME)'s, or both parent and student?	1=PARENT 2=STUDENT 3=JOINT/BOTH PARENT AND STUDENT D,R		P	
L019,#6 **GRID LJ19**	L19f :505/ 30 : 1	... some other source?	1=YES 2=NO D,R	2,D,R = SKIP TO L037	P	
L034 **GRID LJ19**	L034 :506/ 8 :40	SPECIFY OTHER SOURCE:	RECORD VERBATIM RESPONSE		P	
L035 **GRID LJ19**	L20f :505/ 36 : 1	Was this other source: (L034 source) <u>specifically</u> set aside for (SAMPLE STUDENT'S NAME)'s education?	1=YES 2=NO D,R		P	
L036 **GRID LJ19**	L21f :505/ 42 : 1	Was the account in your (or your spouse's) name, (SAMPLE STUDENT'S NAME)'s name, or both parent and student?	1=PARENT 2=STUDENT 3=JOINT/BOTH PARENT AND STUDENT D,R		P	
Timestamp	TV73 :330/ 73 : 8 CV73 :331/ 1 : 5	cumulative time cumulative question count				
L037	L037 :506/ 50 : 1	Did you (or your spouse) use a tuition prepayment plan to pay for (SAMPLE STUDENT'S NAME)'s 1992-93 tuition?	1=YES 2=NO D,R	2,D,R = SKIP TO L039	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Check
L038	L038 :506/ 51 : 2	Who was the sponsor of the tuition prepayment plan used? Was it ...	1=State sponsored 2=School sponsored 3=or a private plan? 91=OTHER (SPECIFY:) D,R	1,2,3,D,R=SKIP TO L039 91=CONTINUE	P	
L38b	L38b :506/ 53 :40	SPONSOR:	RECORD VERBATIM RESPONSE		P	
L039	L039 :507/ 13 : 1	Are you (or your spouse) currently participating in the U.S. Education Savings Bond Program (Series EE) for anyone in your family?	1=YES 2=NO D,R		P	
INSTRUCTION BOX L040				IF: L019,#1 OR L019,#2 OR L019,#3 OR L019,#4 OR L019,#5 OR L019,#6 OR L037 = 1 ASK L041; OTHERWISE, SKIP TO L078		
L041	L041 :507/ 14 : 1	What grade was (SAMPLE STUDENT'S NAME) in when you (or your spouse) first began to save for (his/her) postsecondary education?	1=BEFORE 1ST GRADE 2=1ST - 6TH GRADE 3=7TH - 9TH GRADE 4=10TH - 12TH GRADE 5=AFTER HIGH SCHOOL D,R		P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Check

LJ42	Grid control variable: LJ42 :507/ 21 : 1
	
	These will have Y or N answers:
	L42a :507/ 15 : 1
	  (second mortgage)
	L42b :507/ 16 : 1
	  (extra job)
	L42c :507/ 17 : 1
	  (extra hours)
	L42d :507/ 18 : 1
	  (regular job)
	L42e :507/ 19 : 1
	  (retirement funds)
	L42f :507/ 20 : 1
	  (borrow money)
		In order to contribute or lend money for (SAMPLE STUDENT'S NAME)'s 1992-93 school year expenses, did you (or your spouse) ...
		
		...take out a second mortgage on, or refinance, real estate? Do <u>not</u> include home equity loans.
		
		...start working or take an additional job?
		
		...work more hours per week at current job(s)?
		
		...use income from your regular job?
		
		...use funds previously set aside for retirement?
		
		...borrow money such as home equity loans, a line-of-credit, or other loans? Please do not include refinancing or mortgages.
			1=YES
			2=NO
			
			D,R
			
			(YES/NO/D/R FOR EACH ITEM)
					P	

INSTRUCTION BOX L049				IF RESPONDENT <u>DID NOT BORROW</u> MONEY TO CONTRIBUTE OR LEND MONEY TO SAMPLE STUDENT (L42f ☐ 1), THEN SKIP TO QUESTION L078		
LJ50,#1 **GRID LJ50**	L50a :507/ 22 : 1	Did you take out loans to pay for SAMPLE STUDENT NAME's 1992-93 school expense? If so, what types of loans. READ LIST IF NEEDED. a PLUS loan? (federal)	1=YES 2=NO D,R	2,D,R = SKIP TO LJ50,#2	P	
L051 **GRID LJ50**	L051 :507/ 35 : 5	How much was the loan?	0-4000 D,R		P	CANNOT BE > $4,000
LJ50,#2 **GRID LJ50**	L50b :507/ 23 : 1	a state-sponsored parent loan?	1=YES 2=NO D,R	2,D,R = SKIP TO LJ50,#3	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Check
L053 **GRID LJ50**	L053 :507/ 40 : 5	How much was the loan?	0-20000 D,R		P	CANNOT BE > $20,000
LJ50,#3 **GRID LJ50**	L50c :507/ 24 : 1	a school-sponsored parent loan?	1=YES 2=NO D,R	2,D,R = SKIP TO LJ50,#4	P	
L055 **GRID LJ50**	L055 :507/ 45 : 5	How much was the loan?	0-20000 D,R		P	CANNOT BE > $20,000
LJ50,#4 **GRID LJ50**	L50d :507/ 25 : 1	a signature loan?	1=YES 2=NO D,R	2,D,R = SKIP TO LJ50,#5	P	
L057 **GRID LJ50**	L057 :507/ 50 : 5	How much was the loan?	0-20000 D,R		P	CANNOT BE > $20,000
LJ50,#5 **GRID LJ50**	L50e :507/ 26 : 1	a home equity loan?	1=YES 2=NO D,R	2,D,R = SKIP TO LJ50,#6	P	
L059 **GRID LJ50**	L059 :507/ 55 : 5	How much was the loan?	0-99990 D,R		P	PROBE IF ∃ $50,000
LJ50,#6 **GRID LJ50**	L50f :507/ 27 : 1	a line of credit?	1=YES 2=NO D,R	2,D,R = SKIP TO LJ50,#7	P	
L061 **GRID LJ50**	L061 :507/ 60 : 5	How much was the loan?	0-99990 D,R		P	PROBE IF ∃ $50,000
LJ50,#7 **GRID LJ50**	L50g :507/ 28 : 1	a loan against a life insurance policy?	1=YES 2=NO D,R	2,D,R = SKIP TO LJ50,#8	P	
L063	L063 :507/ 65 : 5	How much was the loan?	0-99990 D,R		P	PROBE IF ∃ $50,000

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Check
GRID LJ50						
LJ50,#8 **GRID LJ50**	L50h :507/ 29 : 1	a commercial loan?	1=YES 2=NO D,R	2,D,R = SKIP TO LJ50,#9	P	
L065 **GRID LJ50**	L065 :507/ 70 : 5	How much was the loan?	0-99990 D,R		P	PROBE IF ∃ $50,000
LJ50,#9 **GRID LJ50**	L50i :507/ 30 : 1	A loan from a non-profit underwriter including TERI, Share, Excel, or Consern?	1=YES 2=NO D,R	2,D,R = SKIP TO LJ50,#10	P	
L067 **GRID LJ50**	L067 :507/ 75 : 5	How much was the loan?	0-99990 D,R		P	PROBE IF ∃ $50,000
LJ50,#10 **GRID LJ50**	L50j :507/ 31 : 1	a Family Education Loan from Sallie Mae?	1=YES 2=NO D,R	2,D,R = SKIP TO LJ50,#11	P	
L069 **GRID LJ50**	L069 :507/ 80 : 5	How much was the loan?	0-99990 D,R		P	PROBE IF ∃ $50,000
LJ50,#11 **GRID LJ50**	L50k :507/ 32 : 1	a loan against a retirement fund?	1=YES 2=NO D,R	2,D,R = SKIP TO LJ50,#12	P	
L071 **GRID LJ50**	L071 :508/ 5 : 5	How much was the loan?	0-99990 D,R		P	PROBE IF ∃ $50,000
LJ50,#12 **GRID LJ50**	L50l :507/ 33 : 1	a loan or loans from a former spouse, or any other relatives or friends?	1=YES 2=NO D,R	2,D,R = SKIP TO LJ50,#13	P	
L073 **GRID LJ50**	L073 :508/ 10 : 5	How much was the loan?	0-99990 D,R		P	PROBE IF ∃ $50,000
LJ50,#13 **GRID LJ50**	L50m :507/ 34 : 1	any other type of loan not mentioned?	1=YES 2=NO D,R	2,D,R = SKIP TO INSTRUCTION BOX L077	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Check
L075 **GRID LJ50**	L075 :508/ 65 :40	What kind of loan was that?	RECORD VERBATIM RESPONSE		P	
L076 **GRID LJ50**	L076 :508/ 15 : 5	How much was the loan?	0-99990 D,R		P	PROBE IF ∃ $50,000
Timestamp	TV74 :331/ 6 : 8 CV74 :331/ 14 : 5	cumulative time cumulative question count				
INSTRUCTION BOX L077				IF PARENTS <u>DID NOT OBTAIN LOANS</u> (LJ50,#1-LJ50,#13=2) THEN REVIEW QUESTIONS L42f AND, IF APPLICABLE, LJ50,#1-LJ50,#13 WITH RESPONDENT		
L078	L078 :509/ 33 : 1	Has (SAMPLE STUDENT'S NAME) taken out any loans to pay for (his/her) postsecondary education?	1=YES 2=NO D,R	2,D,R = SKIP TO INSTRUCTION BOX L080	P	
L079	L079 :509/ 34 : 1	To what extent have you or will <u>you (and your spouse)</u> help repay the borrowed money that (SAMPLE STUDENT'S NAME) has borrowed for (his/her) education? Will you (and your spouse) help repay ...	1=all of it 2=some of it, or 3=none of it? D,R		P	
INSTRUCTION BOX L080				IF RESPONDENT DID NOT BORROW MONEY FOR SAMPLE STUDENT'S EDUCATION (L42f☐1) THEN SKIP TO SECTION M		
L081	L081 :509/ 35 : 1	To what extent has or will <u>(SAMPLE STUDENT'S NAME)</u> help repay the money that you (and your spouse) have borrowed for (his/her) education?	1=all of it 2=some of it 3=none of it? D,R		P	
Timestamp	TV75 :331/ 19 : 8	cumulative time				

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Check
	CV75 :331/ 27 : 5	cumulative question count				

SECTION M: DEPENDENTS

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Check
M001	M001 :509/ 36 : 1	The next few questions ask about your (and your spouse's) dependents. A dependent is someone who received more than <u>half</u> of his or her support from you. Was (SAMPLE STUDENT'S NAME) your (and your spouse's) dependent between <u>July 1, 1992 and June 30, 1993</u>?	1=YES 2=NO D,R		P	
M002	M002 :509/ 37 : 2	How many dependents [<u>other</u> than (SAMPLE STUDENT'S NAME)] did you (and your spouse) support between July 1, 1992 and June 30, 1993? Please include in your answer yourself, (your spouse), and all children [<u>except</u> (SAMPLE STUDENT'S NAME)] who received more than half of their support from you during this time. Please include your (and your spouses) parents if they received more than half of your support from you. EXAMPLES OF PARENTS WHO MIGHT NOT SUPPORT THEMSELVES, E.G., DISABLED, INVALID, INSTITUTIONALIZED, OR SUPPORTED BY STUDENT, STUDENT'S SIBLINGS, OR OTHER RELATIVES.	0-20 Dependents D,R <u>**NOTES ON TEXT SUBSTITUTIONS:**</u> 1. IF M001=1, THEN M002 SHOULD BE READ IN ITS ENTIRETY 2. IF M001=2,D,R, THEN M002 WILL NOT INCLUDE THE PORTION OF THE QUESTION IN BRACKETS		P	
INSTRUCTION BOX M003				IF RESPONDENT <u>DID NOT</u> SUPPORT ANYONE, (M002=0 <u>and</u> M001=2), THEN SKIP TO SECTION N IF M001 <u>or</u> M002=D,R THEN SKIP TO SECTION N		

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Check
M004	M004 :509/ 41 : 2	How many of your <u>dependents</u>, [including (SAMPLE STUDENT'S NAME)], were in college or other postsecondary school <u>at least half-time</u> during the 1992-93 school year? Please include yourself (and your spouse) if applicable.	0 - No dependents in postsecondary school 1-20 Dependents in postsecondary school D,R **NOTES ON TEXT SUBSTITUTIONS:** 1. IF M001=1, THEN M004 SHOULD BE READ IN ITS ENTIRETY 2. IF M001=2,D,R, THEN M004 WILL NOT INCLUDE THE PORTION OF THE QUESTION IN BRACKETS	0,D,R=SKIP TO M007	P	RESPONSE MAY=0, SINCE SAMPLE STUDENT MAY NOT HAVE ATTENDED HALF-TIME.
M006	M006 :509/ 49 : 5	[<u>Including</u> the $(SUM OF L004 + L007) you contributed or loaned to help meet (SAMPLE STUDENT'S NAME)'s expenses for the 1992 - '93 school year,] what was the <u>total</u> amount that you (and your spouse) paid for 1992-93 postsecondary education expenses for <u>all</u> dependents, including yourself (and your spouse) if applicable. This includes tuition and fees, room and board, rent, transportation, and any other education related expenses. NOTE TO INTERVIEWER: VERIFY IF GREATER THAN OR EQUAL TO $50,000	0-99990 Dollars D,R **NOTES ON TEXT SUBSTITUTIONS:** 1. IF (L004>0 <u>or</u> L007>0), THEN M006 SHOULD BE READ IN ITS ENTIRETY 2. IF (L004=0 <u>and</u> L007=0) THEN M006 WILL NOT INCLUDE THE PORTION OF THE QUESTION IN BRACKETS		P	PROBE IF ∃ $50,000
M6CK	M6CK :509/ 54 : 1	INTERVIEWER: THE TOTAL AMOUNT CONTRIBUTED ([M006]) SHOULD INCLUDE THE PREVIOUS AMOUNTS CONTRIBUTED ([Rbx2]) TO SAMPLE STUDENTS NAME. PLEASE CORRECT THE ANSWER TO QUESTION M006.	1=CONTINUE			
M007	M007 :509/ 55 : 2	How many of your (and your spouse's) children, including (SAMPLE STUDENT'S NAME), have <u>ever</u> attended a postsecondary school?	1-20 D,R		P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So.	Range/Consistency Check
M008-91 MX08-92	M008 :509/ 57 : 1 (1991) MX08 :509/ 65 : 1 (1992)	Did you (and your spouse) have any dependents in elementary or secondary school during the (1991/1992) school year for which you had to pay tuition and fees? PRESCHOOL AND DAYCARE SHOULD BE EXCLUDED. PUBLIC SCHOOLS ARE AUTOMATICALLY EXCLUDED AS THERE IS NO DIRECT COST FOR THESE TYPES OF INSTITUTIONS.	1=YES 2=NO D,R	1991 2,D,R=SKIP TO MX08 1992 2,D,R=SKIP TO SECTION N	P	REPEAT M008/MX08 - M010/MX10 FOR BOTH 1991 and 1992.
M009-91 MX09-92	M009 :509/ 58 : 2 (1991) MX09 :509/ 66 : 2 (1992)	How many?	1-20 D,R		P	
M010-91 MX10-92	M010 :509/ 60 : 5 (1991) MX10 :509/ 68 : 5 (1992)	How much was the total tuition and fees that you (and your spouse) paid in (1991/1992) for elementary or secondary schools?	0-99990 D,R	1991 SKIP TO MX08 1992 SKIP TO SECTION N	P	
Timestamp	TV76 :331/ 32 : 8 CV76 :331/ 40 : 5	cumulative time cumulative question count				

SECTION N: EMPLOYMENT AND FINANCIAL CONDITION

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So	Range/Consistency Check
N001-Re NY01-Sp	Respondent: N001 :509/ 73 : 1 Spouse: NY01 :513/ 49 : 1	The next few questions are about your (and your spouse's) employment.	PRESS <1> TO CONTINUE			
N01A-Re NY1A-Sp	Respondent: N01A :509/ 74 : 1 Spouse: NY1A :513/ 50 : 1	(Are you/is your spouse) retired? NOTE: IF THE RESPONDENT IS RETIRED FROM A PREVIOUS JOB BUT IS WORKING NOW, CODE AS "2".	1=YES 2=NO 3=NEVER WORKED D,R	3 = SKIP TO N045/NY45	P	
N01X	Respondent: N01X :509/ 75 : 1 Spouse: NY1X :513/ 51 : 1	Previously you indicated that you worked in order to contribute or lend money for SAMPLE STUDENT NAME's 1992-93 school year expenses. Is that correct?	1=YES 2=NO D,R			
N02A NY2A	Intro screens: Respondent: N02A :513/ 19 : 1 Spouse: NY2A :516/ 75 : 1	Please give me your (most recent/current) occupation and the type of industry. INTERVIEWER: PLEASE ENTER THE OCCUPATION, INDUSTRY AND SELECT THE APPROPRIATE CODES IN THE USEREXIT.	1=ADD JOB INFO D,R			P
	Respondent: N02s :510/ 14 : 1 ocde :510/ 15 : 2 N002 :510/ 17 :70 N02Z :511/ 7 :50 icde :511/ 57 : 2 N003 :511/ 59 :70 N03Z :512/ 49 :50	userexit status code Occupation code Occupation verbatim text Occupation standard text from dictionary Industry code Industry verbatim text Industry standard text from dictionary				
Timestamp	After respondent's IO coding: TV81 :332/ 17 : 8 CV81 :332/ 25 : 5	cumulative time cumulative question count				

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So	Range/Consistency Check
	Spouse: NY2s :513/ 70 : 1 ocd2 :513/ 71 : 2 NY02 :513/ 73 :70 NY2Z :514/ 63 :50 icd2 :515/ 33 : 2 NY03 :515/ 35 :70 NY3Z :516/ 25 :50	userexit status code Occupation code Occupation verbatim text Occupation standard text from dictionary Industry code Industry verbatim text Industry standard text from dictionary				
Timestamp	After spouse's IO coding: TV82 :332/ 30 : 8 CV82 :332/ 38 : 5	 cumulative time cumulative question count				
N004-Re NY04-Sp	Respondent: N004 :513/ 20 : 1 Spouse: NY04 :516/ 76 : 1	(Were you/Was your spouse) employed at any time during the calendar year 1992?	1=YES 2=NO D,R	2,D,R = SKIP TO N043/NY43	P	
N005-Re NY05-Sp	Respondent: N005 :513/ 21 : 2 Spouse: NY05 :516/ 77 : 2	During 1992, how many weeks (were you/was your spouse) <u>not</u> employed? <u>EXCLUDE</u> THE WEEKS FOR SUMMER VACATION, LEAVES OF ABSENCE, AND, IF RESPONDENT RETIRED DURING 1991, ANY WEEKS THE RESPONDENT WAS RETIRED. <u>INCLUDE</u> ANY WEEKS WHEN SOMEONE MAY HAVE BEEN FURLOUGHED.	0-52 WEEKS D,R		P	
N043-Re NY43-Sp	Respondent: N043 :513/ 23 : 1 Spouse: NY43 :516/ 79 : 1	(Were you/was your spouse) certified as a dislocated worker at any time between January 1, 1992 and April 1993? NOTE TO INTERVIEWER: A DISLOCATED WORKER IS A PERSON WHO HAS BEEN FIRED OR LAID OFF FROM WORK, OR WHO WAS SELF-EMPLOYED (SUCH AS A FARMER) BUT IS NOW UNEMPLOYED BECAUSE OF POOR ECONOMIC CONDITIONS IN THE COMMUNITY OR BECAUSE OF A NATURAL DISASTER. RESPONDENT WOULD HAVE HAD TO TAKE AN <u>ACTIVE</u> ROLE IN GETTING "CERTIFIED". IF NOT GONE THROUGH CERTIFICATION PROCESS, ANSWER "NO".	1=YES 2=NO D,R	<u>N043</u> IF **ZN2 = P**, THEN COPY THE VALUE "P" TO THE CATI RECORD, AND DO <u>NOT</u> DISPLAY N043 IN CATI. <u>NY43</u> IF **ZN2 = P**, THEN COPY THE VALUE "P" TO THE CATI RECORD, AND DO <u>NOT</u> DISPLAY NY43 IN CATI.	SI	**ZN2=P** CADE INDICATES INFORMATION EXISTS IN CADE

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So	Range/Consistency Check
N044-Re NY44-Sp	Respondent: N044 :513/ 24 : 1 Spouse: NY44 :516/ 80 : 1	(Have you/has your spouse) been steadily employed full-time, excluding vacations, leaves of absences, and any periods of retirement, for the last 5 years?	1=YES 2=NO D,R	IF **ZN4 = P**, THEN COPY THE VALUE OF "P" TO CATI RECORD FOR <u>BOTH</u> N044/NY44, AND DO <u>NOT</u> DISPLAY EITHER QUESTION IN CATI. -------------------- IF 1 (from CATI), THEN SKIP TO BOX N006.	SI	**ZN4=P** CADE INDICATES INFORMATION EXISTS IN CADE
N045-Re NY45-Sp	Respondent: N045 :513/ 25 : 1 Spouse: NY45 :517/ 1 : 1	For the last 5 years, have you (has your spouse) worked primarily at home providing unpaid services for family members <u>rather</u> than working full-time for pay outside the home?	1=YES 2=NO D,R	IF **ZN4 = P**, THEN COPY THE VALUE OF "P" TO CATI RECORD FOR <u>BOTH</u> N045/NY45, AND DO <u>NOT</u> DISPLAY EITHER QUESTION IN CATI. -------------- IF 2,D,R (from CATI) THEN SKIP TO BOX N006	P	**ZN4=P** CADE INDICATES INFORMATION EXISTS IN CADE
N046-Re NY46-Sp	Respondent: N046 :513/ 26 : 1 Spouse: NY46 :517/ 2 : 1	For the past 5 years, (were you/was your spouse) dependent on public assistance or on the income of another family member, but are no longer receiving that income?	1=YES 2=NO D,R	<u>PRELOAD SKIPS</u> IF **ZN4 = P**, THEN COPY THE VALUE OF "P" TO CATI RECORD FOR <u>BOTH</u> N046/NY46, AND DO <u>NOT</u> DISPLAY EITHER QUESTION IN CATI. -------------- <u>CATI SKIPS</u> 2,D,R=SKIP TO BOX N006 IF N046=1 <u>AND</u> N01A/NY1A=3, THEN SKIP TO BOX N006; IF N046=1 <u>AND</u> N01A/NY1A ☐ 3, THEN CONTINUE	P	**ZN4=P** CADE INDICATES INFORMATION EXISTS IN CADE

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So	Range/Consistency Check
N048-Re NY48-Sp	Respondent: N048 :513/ 47 : 1 Spouse: NY48 :517/ 3 : 1	(Are you/is your spouse) (unemployed or) underemployed?	1=YES 2=NO D,R **NOTES ON TEXT SUBSTITUTIONS:** EXCLUDE 'UNEMPLOYED' PORTION OF QUESTION IF N01A/NY1A = 2	IF **ZN4 = P**, THEN COPY THE VALUE OF "P" TO CATI RECORD FOR BOTH N048/NY48, AND DO NOT DISPLAY EITHER QUESTION IN CATI. -------------- 2,D,R (from CATI)=SKIP TO BOX N006	P	**ZN4=P** CADE INDICATES INFORMATION EXISTS IN CADE
N049-Re NY49-Sp	Respondent: N049 :513/ 48 : 1 Spouse: NY49 :517/ 4 : 1	(Are you/is your spouse) experiencing difficulty (in obtaining or) upgrading your employment?	1=YES 2=NO D,R **NOTES ON TEXT SUBSTITUTIONS:** EXCLUDE 'IN OBTAINING OR' PORTION OF QUESTION IF N01A/NY1A = 2	IF **ZN4 = P**, THEN COPY THE VALUE OF "P" TO CATI RECORD FOR BOTH N049/NY49, AND DO NOT DISPLAY EITHER QUESTION IN CATI. --------------- ALL RESPONSES (CADE OR CATI) CONTINUES	P	**ZN4=P** CADE INDICATES INFORMATION EXISTS IN CADE
INSTRUCTION BOX N006				IF RESPONDENT IS MARRIED (L001 = 2) RETURN TO QUESTION NY1A AND ASK QUESTIONS FOR SPOUSE. IF SPOUSE QUESTIONS ARE COMPLETE, SKIP TO N032 IF RESPONDENT IS NOT MARRIED (L001☐2) CONTINUE WITH N032.		

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So	Range/Consistency Check
N032	N032 :517/ 5 : 1	Now I have some questions about your 1991 federal income taxes, which were filed last year by April, 1992. If you have your tax form available, we will be able to complete these questions more quickly. I would like your answers to be within a couple of thousand dollars, if possible. When your (and your spouse's) federal income tax was filed for 1991, which form was filed... FOR ALL QUESTIONS REFERRING TO THE 1991 TAX YEAR, INCLUDE SPOUSE IN ANSWERS IF RESPONDENT AND SPOUSE FILED JOINTLY. IF FILED SEPARATELY, INCLUDE ONLY THE RESPONDENT	1 = 1040EZ OR 1040A 2 = 1040? 5 = NO FORM WAS FILED FOR 1991 D,R	IF **ZN14 = 1 or 2**, THEN COPY THE VALUE OF **ZN14** TO THE CATI RECORD AND DO NOT DISPLAY N032 IN CATI. -------------------- IF (N032=D or R) OR (**ZN14 = 1 or 2**), THEN SKIP TO N033 5=SKIP TO N600	SI	**ZN14**= CADE INDICATES WHICH TAX FORM WAS FILED IN 1991
NX32	NX32 :517/ 6 : 1	Will you be taking your answers directly from that tax form, or will you be giving an estimate?	1=DIRECT 2=ESTIMATE		P	ASK THIS OF A RANDOM SAMPLE OF RESPONDENTS
N033	N033 :517/ 7 : 2	What were your (and your spouse's) total number of exemptions in 1991?	0-90 Exemptions D,R	IF **ZN16 > 0**, THEN COPY THE VALUE OF **ZN16** TO THE CATI RECORD, AND DO NOT DISPLAY N033 IN CATI.	SI	**ZN16**= NUMBER OF TAX EXEMPTIONS IN 1991 FROM CADE
N5X2	N5X2 :517/ 9 : 6	On your 1991 federal tax return, what were your (and your spouse's) total income tax liability? TAX LIABILITY IS THE TOTAL INCOME TAX OWED. THIS INCLUDES NOT ONLY THE FEDERAL TAXES PAID AT THE END OF THE YEAR (IF ANY), BUT ALSO ANY FEDERAL TAXES PAID DURING THE YEAR (E.G., FEDERAL TAXES TAKEN OUT OF PAYCHECKS.	0 1-999990 Dollars D,R	IF **ZN18 > 0**, THEN COPY THE VALUE OF **ZN18** TO THE CATI RECORD, AND DO NOT DISPLAY NX02 IN CATI. ------------------ IF ∃ 0 OR **ZN18**>0, SKIP TO BOX NX40 D,R=CONTINUE	SI	**ZN18**= THE AMOUNT OF INCOME TAX PAID IN 1991 FROM CADE

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So	Range/Consistency Check
N503	N503 :517/ 15 : 1	Would you estimate your (and your spouse's) Federal 1991 total income tax liability was...	1 = ...less than $5,000 2 = ...at least $5,000 but less than $10,000 4 = ...at least $10,000 but less than $15,000 5 = ...at least $15,000 but less than $20,000 6 = ...at least $20,000 but less than $50,000 7 = ...or, $50,000 or more D,R		P	
N600	N600 :517/ 16 : 1	INTERVIEWER: IS RESPONDENT THE STUDENT'S <u>MOTHER</u> OR <u>FATHER</u>?	1=MOTHER 2=FATHER D,R			
INSTRUCTION BOX NX40				ITEMS N007 - NX49 SHOULD BE ASKED FOR BOTH **1991 AND 1992** <u>ONLY</u> IF 1991 IS NOT AVAILABLE FROM CADE. IF 1991 DATA IS AVAILABLE FROM CADE, THEN ASK ONLY FOR 1992. INTERVIEWER SHOULD <u>FIRST</u> ASK ALL ITEMS IN THIS SERIES FOR <u>1991</u>. THEN, CYCLE INTERVIEWER BACK THROUGH THE SAME SERIES FOR <u>1992</u>. AFTER N007 - NX49 HAVE BEEN ASKED FOR BOTH 1991 AND 1992, CONTINUE WITH NR09.		
Timestamp	Before 1992 questions: TV83 :332/ 43 : 8 CV83 :332/ 51 : 5	cumulative time cumulative question count				

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So	Range/Consistency Check
N007-91 N107-92	N007 :517/ 17 : 1 (1991) N107 :520/ 73 : 1 (1992)	The next questions concern your family's (1991/1992) income and expenses. These questions are very important and your answers will help us determine how families pay for postsecondary education. Again, all information will be kept strictly confidential.	PRESS <1> TO CONTINUE			
Nb07-91 Ns07-92	Nb07 :517/ 18 : 7 (1991) Ns07 :520/ 74 : 7 (1992)	What was your (and your spouse's) (1991/1992) total income from all sources, prior to taxes and deductions? Please include money you received from all sources, not just jobs. Those other sources might also include Social Security, AFDC, child support received, welfare, food stamps, interest earned, dividends, and capital gains. AFDC MEANS AID TO FAMILIES WITH DEPENDENT CHILDREN -- AN INCOME MAINTENANCE PROGRAM FOR FAMILIES LIVING BELOW THE POVERTY LINE.	0 Nothing 1-999990 Dollars D,R	**IF ZN20 > 0**, THEN COPY THE VALUE OF **ZN20** TO THE CATI RECORD, AND DO NOT DISPLAY Nb07 (1991) IN CATI. -------------------- 1991 **IF ZN20 > 0**, THEN SKIP TO N034 IF > 0, SKIP TO N034 0=SKIP TO N107 1992 IF > 0, SKIP TO N134 0=SKIP TO N011	SI: 91 P: 92	**ZN20=** ADJUSTED GROSS INCOME (AGI) FOR 1991 FROM CADE IF N044=1 OR NY44=1, THEN Nb07 OR Ns07 CANNOT=0 IF N004=1 OR NY04=1, THEN Ns07 CANNOT=0
NXX7-91 NYX7-92	NXX7 :517/ 25 : 1 (1991) NYX7 :521/ 1 : 1 (1992)	Would you estimate your (and your spouse's) total (1991/1992) income from all sources was...	1 = ...$30,000 or more 2 = ...or, less than $30,000 D,R	D,R=SKIP TO N034/N134 1=SKIP TO N008/N108	P	
NXX8-91 NYX8-92	NXX8 :517/ 26 : 1 (1991) NYX8 :521/ 2 : 1 (1992)	Would you say...	1 = ...less than $10,000 2 = ...at least $10,000 but less than $20,000 3 = ...at least $20,000 but less than $30,000 D,R	SKIP TO N034/N134	P	
N008-91 N108-92	N008 :517/ 27 : 1 (1991) N108 :521/ 3 : 1 (1992)	Would you say...	1 = ...at least $30,000 but less than $50,000 2 = ...at least $50,000 but less than $75,000 3 = ...at least $75,000 but less than $100,000 4 = ...at least $100,000 but less than $150,000 5 = ...or, $150,000 or more? D,R		P	

Appendix D: Facsimiles of B&B:93/03 Interview and Previous Interviews

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So	Range/Consistency Check
INSTRUCTION BOX N34A				IF N01A/NY1A=3, SKIP TO INSTRUCTION BOX NX36 IF N004=2, SKIP TO INSTRUCTION BOX NX35		
N034-91 N134-92	N034 :517/ 28 : 7 (1991) N134 :521/ 4 : 7 (1992)	What is your estimate of <u>your</u> total income from all <u>jobs</u> in (<u>1991</u>/<u>1992</u>)? Please include income from wages, salaries, and tips you earned from work in (<u>1991</u>/<u>1992</u>), but do <u>not</u> include any untaxed income or income from interest, dividends, or capital gains. UNTAXED INCOME INCLUDES AFDC, WELFARE, CHILD SUPPORT <u>RECEIVED</u>, FOOD STAMPS, SOCIAL SECURITY	0 None 1-9999990 Dollars D,R	IF ∃ 0, SKIP TO BOX NX36	P	N034 CANNOT BE > Nb07/NXX7/ NXX8/N008 N134 CANNOT BE > Ns07/NYX7/ NYX8/N108 IF N004=1, THEN N134 CANNOT=0 IF N044=1, THEN N034 OR N134 CANNOT=0
NC34-91 NF34-92	NC34 :518/ 9 : 1 (1991) NF34 :521/ 11 : 1 (1992)	INTERVIEWER: THERE IS AN INCONSISTENCY. THE RESPONDENT HAS BEEN STEADILY EMPLOYED THROUGH (1991/1992) BUT HAD NO INCOME?	1=YES, THAT'S CORRECT 2=NO, RETURN TO ALL JOBS QUESTION N034/N134			
ND34-91 NG34-92	ND34 :518/ 10 : 1 (1991) NG34 :521/ 12 : 1 (1992)	INTERVIEWER: THERE IS AN INCONSISTENCY TOTAL INCOME FROM ALL JOBS IS GREATER THAN TOTAL INCOME FROM ALL SOURCES! ALL JOBS: [N034] ALL SOURCES: [N34f]	PRESS <1> TO RETURN TO ALL JOBS QUESTION (N034/N134)			
NX34-91 NY34-92	NX34 :518/ 11 : 1 (1991) NY34 :521/ 13 : 1 (1992)	Would you estimate your (<u>1991</u>/<u>1992</u>) total income from all <u>jobs</u> was...	1 = ...$30,000 or more 2 = ...or, less than $30,000 D,R	D,R = SKIP TO BOX NX36 1=SKIP TO N035/N135	P	
NX35-91 NY35-92	NX35 :518/ 12 : 1 (1991) NY35 :521/ 14 : 1 (1992)	Would you say...	1 = ...less than $10,000 2 = ...at least $10,000 but less than $20,000 3 = ...at least $20,000 but less than $30,000 D,R	SKIP TO BOX NX36	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So	Range/Consistency Check
N035-91 N135-92	N035 :518/ 13 : 1 (1991) N135 :521/ 15 : 1 (1992)	Would you say...	1 = ...at least $30,000 but less than $50,000 2 = ...at least $50,000 but less than $75,000 3 = ...at least $75,000 but less than $100,000 4 = ...at least $100,000 but less than $150,000 5 = ...or, $150,000 or more? D,R		P	
INSTRUCTION BOX NX36				IF RESPONDENT IS MARRIED (L001 = 2) ASK N036, <u>UNLESS</u> NY1A = 3 OTHERWISE, SKIP TO N039/NY39		
N036-91 N136-92	N036 :518/ 14 : 7 (1991) N136 :521/ 16 : 7 (1992)	What is your estimate of your <u>spouse's</u> total income from all <u>jobs</u> in (<u>1991</u>/<u>1992</u>)? Please include income from wages, salaries, and tips your spouse earned from work in (<u>1991</u>/<u>1992</u>), but do <u>not</u> include any untaxed income or income from interest, dividends, or capital gains. UNTAXED INCOME INCLUDES AFDC, WELFARE, CHILD SUPPORT <u>RECEIVED</u>, FOOD STAMPS, SOCIAL SECURITY	0 None 1-9999990 Dollars D,R	DO <u>NOT</u> ASK N136 IF NY04=2 IF ∃ 0, SKIP TO N039/NY39	P	N036 CANNOT BE GREATER THAN Nb07/NXX7/NXX8/ N008; IF NY04=1, THEN N136 CANNOT=0 IF NY44=1, THEN N036/N136 CANNOT=0
NC36-91 NF36-92	NC36 :518/ 75 : 1 (1991) NF36 :521/ 23 : 1 (1992)	INTERVIEWER: THERE IS AN INCONSISTENCY. THE RESPONDENT'S SPOUSE HAS BEEN STEADILY EMPLOYED THROUGH (1991/1992) BUT HAD NO INCOME?	1=YES, THAT'S CORRECT 2= NO, RETURN TO ALL JOBS QUESTION N036/N136			
ND36-91 NG36-92	ND36 :518/ 76 : 1 (1991) NG36 :521/ 24 : 1 (1992)	INTERVIEWER: THERE IS AN INCONSISTENCY TOTAL INCOME FROM ALL JOBS IS GREATER THAN TOTAL INCOME FROM ALL SOURCES! ALL JOBS: [N036]/[N136] ALL SOURCES:[N36f]	PRESS <1> TO RETURN TO ALL JOBS QUESTION (N036/N136)			
N037-91 N137-92	N037 :518/ 77 : 1 (1991) N137 :521/ 25 : 1 (1992)	Would you estimate your spouse's income from all jobs in (<u>1991</u>/<u>1992</u>) was...	1 = ...$30,000 or more 2 = ...or, $30,000 or less D,R	D,R = SKIP TO N039/NY39 1 = SKIP TO NX38/NY38	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So	Range/Consistency Check
NX37-91 NY37-92	NX37 :518/ 78 : 1 (1991) NY37 :521/ 26 : 1 (1992)	Would you say...	1 = ...less than $10,000 2 = ...at least $10,000 but less than $20,000 3 = ...at least $20,000 but less than $30,000? D,R	SKIP TO N039/NY39	P	
NX38-91 NY38-92	NX38 :518/ 79 : 1 (1991) NY38 :521/ 27 : 1 (1992)	Would you say...	1 = ...at least $30,000 but less than $50,000 2 = ...at least $50,000 but less than $75,000 3 = ...at least $75,000 but less than $100,000 4 = ...at least $100,000 but less than $150,000 5 = ...or, $150,000 or more? D,R		P	
N039-91 NY39-92	N039 :518/ 80 : 7 (1991) NY39 :521/ 28 : 7 (1992)	What is your estimate of your (and your spouse's) other taxable income in (1991/1992)? Please do not include any wages, salaries, or tips you (and your spouse) earned from work, but do include income from other taxable sources such as interest, dividends, and capital gains.	0 NONE 1-999990 Dollars D,R	IF ∃ 0, SKIP TO NX41/NZ41	P	
NX40-91 NY40-92	NX40 :519/ 7 : 1 (1991) NY40 :521/ 35 : 1 (1992)	Would you estimate your (and your spouse's) other taxable income in (1991/1992) was...	1 = ...less than $500 2 = ...at least $500 but less than $1,000 3 = ...at least $1,000 but less than $2,000 4 = ...or, $2,000 or more? D,R		P	
NX41-91 NZ41-92	NX41 :519/ 8 : 1 (1991) NZ41 :521/ 36 : 1 (1992)	In (1991/1992), did you (and your spouse) receive food stamps?	1 = YES 2 = NO D,R	2,D,R = SKIP TO NX44/NZ44	P	
NX43-91 NZ43-92	NX43 :519/ 9 : 4 (1991) NZ43 :521/ 37 : 4 (1992)	How much were the (1991/1992) food stamps worth?	1-9990 Dollars D,R		P	
NX44-91 NZ44-92	NX44 :519/ 18 : 1 (1991) NZ44 :521/ 41 : 1 (1992)	Did you (and your spouse) receive any (other) untaxed income or benefits in (1991/1992), such as... ... Social Security?	1 = YES 2 = NO D,R **NOTES ON TEXT SUBSTITUTIONS:** IF NX41=1, THEN INCLUDE "OTHER" IN THE QUESTION WORDING.	IF **ZN28 > 0**, THEN DO NOT DISPLAY QUESTION NX44 IN CATI IF NO CADE DATA, ASK NX44, AND THEN CONTINUE.	SI: 91 P: 92	**ZN28=** AMOUNT OF SOCIAL SECURITY BENEFITS RECEIVED IN 1991 ONLY.

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So	Range/Consistency Check
NX45-91 NZ45-92	NX45 :519/ 19 : 1 (1991) NZ45 :521/ 42 : 1 (1992)	... AFDC? AFDC MEANS AID TO FAMILIES WITH DEPENDENT CHILDREN -- AN INCOME MAINTENANCE PROGRAM FOR FAMILIES LIVING BELOW THE POVERTY LINE.	1 = YES 2 = NO D,R	IF **ZN30 > 0**, THEN DO <u>NOT</u> DISPLAY QUESTION NX45 IN CATI. IF NO CADE DATA, ASK NX45, AND CONTINUE	SI: 91 P: 92	**ZN30=** AMOUNT OF AFDC RECEIVED IN <u>1991 ONLY</u>.
NX46-91 NZ46-92	NX46 :519/ 20 : 1 (1991) NZ46 :521/ 43 : 1 (1992)	... child support? THIS IS CHILD SUPPORT <u>RECEIVED</u>, NOT CHILD SUPPORT PAID	1=YES 2=NO D,R	IF **ZN32 > 0**, THEN DO <u>NOT</u> DISPLAY QUESTION NX46 IN CATI. IF NO CADE DATA, ASK NX46, AND CONTINUE	SI: 91 P: 92	**ZN32=** AMOUNT OF CHILD SUPPORT RECEIVED IN <u>1991 ONLY</u>.
NX47-91 NZ47-92	NX47 :519/ 21 : 1 (1991) NZ47 :521/ 44 : 1 (1992)	.... or other untaxed income, <u>not including</u> food stamps?	1=YES 2=NO D,R	IF **ZN34 > 0**, THEN DO <u>NOT</u> DISPLAY QUESTION NX47 IN CATI. IF NX41 <u>AND</u> NX44 - NX47 = 2, SKIP TO NR09, OR, RETURN TO N107 FOR 1992 IF NX41 <u>OR</u> NX44- NX47 = 1, THEN CONTINUE	SI: 91 P: 92	**ZN34=** AMOUNT OF OTHER UNTAXED INCOME RECEIVED IN <u>1991 ONLY</u>.
NX48-91 NZ48-92	NX48 :520/ 67 : 5 (1991) NZ48 :521/ 45 : 5 (1992)	What was the total amount of <u>untaxed</u> income you (and your spouse) received from (Food Stamps/Social Security/AFDC/Child Support/Other Untaxed Income) in (<u>1991</u>/<u>1992</u>)? **NOTES ON TEXT SUBSTITUTIONS**: INTERVIEWER SHOULD <u>ONLY</u> READ THOSE CATEGORIES TO WHICH RESPONDENT ANSWERED "YES" IN NX41, NX44, NX45, NX46, OR NX47	1-99990 Dollars D,R	IF **ZN36 > 0**, THEN DO <u>NOT</u> DISPLAY NX48 (1991) IN CATI. IF >0 <u>OR</u> **ZN36>0**, SKIP TO NR09, OR RETURN TO N107 FOR 1992	SI: 91 P: 92	**ZN36=** THE SUM OF VARIABLES, **ZN28-ZN34**, WHERE > 0.

PARENT QUESTIONNAIRE TABLE
Revised April 14, 1994
Based on NPSAS - Final CATI

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So	Range/Consistency Check
NX49-91 NZ49-92	NX49 :520/ 72 : 1 (1991) NZ49 :521/ 50 : 1 (1992)	Would you estimate the total <u>untaxed</u> income received in (<u>1991</u>/<u>1992</u>) was...	1 = ...less than $1,000 2 = ...at least $1,000 but less than $2,000 3 = ...at least $2,000 but less than $3,000 4 = ...at least $3,000 but less than $4,000 5 = ...at least $4,000 but less than $5,000 6 = ...or, $5,000 or more? D,R	SKIP TO NR09, OR, RETURN TO N107 FOR 1992	P	
Timestamp	TV84 :332/ 56 : 8 CV84 :332/ 64 : 5	cumulative time cumulative question count				
NR09	NR09 :521/ 58 : 5	What were your household's average monthly living expenses during <u>1992</u>? That is, approximately what do you spend each month for such items as rent or mortgage, utilities, food, dependent care, clothing, personal expenses, transportation, repayment of loans, and any other living expenses? <u>INTERVIEWER: PROBE IF ANSWER IS NOT CLOSE TO $[N009]</u>	1-99990 Dollars D,R	IF > 0, SKIP TO BOX N400	P	NR09 AMOUNT SHOULD NOT BE GREATER THAN (Ns07) 12)
N010	N010 :521/ 63 : 1	Would you estimate your household's average monthly living expenses to be...	1 = ...less than $500 2 = ...at least $500 but less than $1,000 3 = ...at least $1,000 but less than $2,500 4 = ...at least $2,500 but less than $5,000 5 = ...at least $5,000 but less than $7,500 6 = ...at least $7,500 but less than $10,000 7 = ...or, $10,000 or more? D,R		P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So	Range/Consistency Check
INSTRUCTION BOX N400				ITEMS N011/NE11 - NX21/NY21 SHOULD BE ASKED FOR <u>BOTH</u> THE PERIOD UP TO <u>MAY, 1992</u> AND THE <u>CURRENT</u> TIME PERIOD (WHATEVER THAT IS AT THE TIME OF THE INTERVIEW). INTERVIEWER SHOULD <u>FIRST</u> ASK ALL ITEMS FOR <u>MAY, 1992</u>. THEN, CYCLE INTERVIEWER BACK THROUGH THE SAME ITEMS FOR THE <u>CURRENT</u> TIME PERIODS. AFTER N011 - NX21 HAVE BEEN ASKED FOR BOTH TIME PERIODS, CONTINUE WITH NB21/N21B.		
Timestamp	Before NE11: TV85 :332/ 69 : 8 CV85 :332/ 77 : 5	cumulative time cumulative question count				

N011-92
NE11-Cur.
	N011 :521/ 64 : 6
	  (as of May, 1992)
	NE11 :522/ 47 : 6
	  (current)
		Next, I would like to ask you about your (and your spouse's) assets and debts.
		
		(As of <u>May, 1992</u>, what was...) (<u>Currently</u>, what is...)
		
		... the total worth of your (and your spouse's) cash, savings, and checking accounts?
			0 NONE
			1-999990 Dollars
			
			D,R
				IF **ZN38 > 0**, THEN COPY THE VALUE OF **ZN38** TO THE CATI RECORD, AND DO <u>NOT</u> DISPLAY N011 (1992) IN CATI.
				-------------------- 	
				IF ∃ 0 <u>OR</u> **ZN38>0**, SKIP TO N012/NE12
					SI:
					92
					P:
					cu
					r
						ZN38= VALUE OF CASH, SAVINGS, AND CHECKING ACCOUNTS IN MAY 1992 FROM CADE.

D-202

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So	Range/Consistency Check
NX11-92 NY11-Cur.	NX11 :521/ 70 : 1 (as of May, 1992) NY11 :522/ 53 : 1 (current)	(1) As of <u>May, 1992</u>, would you estimate your (and your spouse's) cash, savings, and checking accounts were worth... (2) Would you estimate the <u>current</u> value of your (and your spouse's) cash, savings, and checking accounts to be worth...	1 = ...less than $10,000 2 = ...at least $10,000 but less than $20,000 3 = ...at least $20,000 but less than $30,000 4 = ...at least $30,000 but less than $40,000 5 = ...at least $40,000 but less than $50,000 6 =...or, $50,000 or more? D,R		P	
N012-92 NE12-Cur.	N012 :521/ 71 : 6 (as of May, 1992) NE12 :522/ 54 : 6 (current)	(As of <u>May, 1992</u>, what was...) (<u>Currently</u>, what is...) ... the total worth of your (and your spouse's) retirement and/or pension accounts? NOTE: RETIREMENT PENSION ACCOUNTS MAY INCLUDE, FOR EXAMPLE, IRA'S, EMPLOYEE STOCK OPTION PLANS (ESOP), KEOGH'S, 401K.	0 NONE 1-999990 Dollars D,R	IF ∃ 0, SKIP TO NB13/ND13	P	
NX13-92 NY13-Cur	NX13 :521/ 77 : 1 (as of May, 1992) NY13 :522/ 60 : 1 (current)	(1) As of <u>May, 1992</u>, would you estimate your (and your spouse's) retirement and/or pension accounts were worth... (2) Would you estimate the <u>current</u> value of your (and your spouse's) retirement and/or pension accounts to be worth...	1 = ...less than $50,000 2 = ...at least $50,000 but less than $100,000 3 = ...at least $100,000 but less than $250,000 4 = ...at least $250,000 but less than $500,000 5 = ...at least $500,000 but less than $1,000,000 6 = ...or, $1,000,000 or more? D,R		P	
NB13-92 ND13-Cur.	NB13 :521/ 78 : 7 (as of May, 1992) ND13 :522/ 61 : 7 (current)	(As of <u>May, 1992</u>, what was...) (<u>Currently</u>, what is...) ... the total worth of your (and your spouse's) home? IF RENTING OR IF NOT A HOMEOWNER, ENTER 0.	0 NONE--RENTING OR NOT A HOMEOWNER 1-9999990 Dollars D,R	IF **ZN42 > 0**, THEN COPY THE VALUE OF **ZN42** TO THE CATI RECORD AND DO <u>NOT</u> DISPLAY NB13 (1992) IN CATI. -------------------- IF > 0 <u>OR</u> **ZN42>0**, SKIP TO N014/NE14 0 = SKIP TO N015/NE15	SI: 92 P: cu r	CANNOT=0 IF L42a=1 **ZN42=** VALUE OF HOME IN MAY 1992 FROM CADE.

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So	Range/Consistency Check
NX14-92 NY14-Cur	NX14 :522/ 5 : 1 (as of May, 1992) NY14 :522/ 68 : 1 (current)	(1) As of <u>May, 1992</u>, would you estimate your (and your spouse's) home was worth... (2) Would you estimate the <u>current</u> value of your (and your spouse's) home to be worth...	1 = ...less than $25,000 2 = ...at least $25,000 but less than $50,000 3 = ...at least $50,000 but less than $100,000 4 = ...at least $100,000 but less than $250,000 5 = ...or $250,000 or more? D,R		P	
N014-92 NE14-Cur	N014 :522/ 6 : 7 (as of May, 1992) NE14 :522/ 69 : 7 (current)	(1) How much was still owed as of <u>May, 1992</u>? (2) How much is <u>currently</u> owed?	0 NONE 1-9999990 Dollars D,R	IF **ZN44 > 0**, THEN COPY THE VALUE OF **ZN44** TO THE CATI RECORD, AND DO <u>NOT</u> DISPLAY N014 (1992) IN CATI. -------------------- IF ∃ 0 <u>OR</u> **ZN44>0**, SKIP TO N015/NE15	SI: 92 P: cu r	IF REFINANCING/ 2ND MORTGAGE NOT ON PRIMARY RESIDENCE, N014/NE14 CAN=0 WHEN L42a=1; OTHERWISE, N014/NE14 CANNOT=0 WHEN L42a=1 **ZN44=** AMOUNT STILL OWED ON HOME IN MAY 1992 FROM CADE.
NP15-92 NS15-Cur.	NP15 :522/ 13 : 1 (as of May, 1992) NS15 :522/ 76 : 1 (current)	Previously, you said that you had taken out a second mortgage on, or refinanced, real estate in order to help pay for SAMPLE STUDENT NAME's 1992-93 education. Was this refinancing done on real estate other than your primary residence?	1=YES 2=NO D,R			ASK ONLY IF N014/NE14=0 <u>AND</u> L42a=1
NX15-92 NY15-Cur.	NX15 :522/ 14 : 1 (as of May, 1992) NY15 :522/ 77 : 1 (current)	(1) Would you estimate the amount owed as of <u>May, 1992</u> was... (2) Would you estimate the amount <u>currently</u> owed to be...	1 = ...less than $25,000 2 = ...at least $25,000 but less than $50,000 3 = ...at least $50,000 but less than $100,000 4 = ...at least $100,000 but less than $250,000 5 = ...or, $250,000 or more? D,R		P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So	Range/Consistency Check
N015-92 NE15-Cur.	N015 :522/ 15 : 7 (as of May, 1992) NE15 :522/ 78 : 7 (current)	(As of <u>May, 1992</u>, what was...) (<u>Currently</u>, what is...) ...the total worth of your (and your spouse's) business, including farms? (IF NONE, ENTER 0)	0 NONE 1-9999990 Dollars D,R	IF **ZN46 > 0**, THEN COPY THE VALUE OF **ZN46** TO THE CATI RECORD, AND DO <u>NOT</u> DISPLAY N015 (1992) IN CATI. --------------------- IF > 0 <u>OR</u> **ZN46>0**, SKIP TO N016/NE16 IF 0, SKIP TO N019/NE19	SI: 92 P: cu r	**ZN46=** VALUE OF BUSINESSES AND/OR FARMS IN MAY 1992 FROM CADE.
NX16-92 NY16-Cur.	NX16 :522/ 22 : 1 (as of May, 1992) NY16 :523/ 5 : 1 (current)	(1) As of <u>May, 1992</u>, would you estimate your (and your spouse's) business and/or farm was worth... (2) Would you estimate the <u>current</u> value of your (and your spouse's) business/farm to be worth...	1 = ...less than $25,000 2 = ...at least $25,000 but less than $50,000 3 = ...at least $50,000 but less than $100,000 4 = ...at least $100,000 but less than $250,000 5 = ...or, $250,000 or more D,R		P	
N016-92 NE16-Cur.	N016 :522/ 23 : 7 (as of May, 1992) NE16 :523/ 6 : 7 (current)	(1) How much was still owed as of <u>May, 1992</u>? (2) How much is <u>currently</u> owed?	0 NONE 1-9999990 Dollars D,R	IF **ZN48 > 0**, THEN COPY THE VALUE OF **ZN48** TO THE CATI RECORD AND DO <u>NOT</u> DISPLAY N016 (1992) IN CATI. IF ∃ 0 <u>OR</u> **ZN48>0**, SKIP TO N019/NE19	SI: 92 P: cu r	**ZN48=** AMOUNT STILL OWED ON BUSINESSES AND/OR FARMS IN MAY 1992 FROM CADE.
NX17-92 NY17-Cur.	NX17 :522/ 30 : 1 (as of May, 1992) NY17 :523/ 13 : 1 (current)	(1) Would you estimate the amount owed as of <u>May, 1992</u> was... (2) Would you estimate the amount <u>currently</u> owed to be...	1 = ...less than $25,000 2 = ...at least $25,000 but less than $50,000 3 = ...at least $50,000 but less than $100,000 4 = ...at least $100,000 but less than $250,000 5 = ...or, $250,000 or more?		P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So	Range/Consistency Check
N019-92 NE19-Cur.	N019 :522/ 31 : 7 (as of May, 1992) NE19 :523/ 14 : 6 (current)	(As of <u>May, 1992</u>, what was...) (<u>Currently</u>, what is...) ...the total worth of your (and your spouse's) other real estate, and investments such as stocks and bonds? Please do <u>not</u> include your primary residence.	0 NONE 1-999990 Dollars D,R	**IF ZN50 > 0, THEN** COPY THE VALUE OF **ZN50** TO THE CATI RECORD AND DO <u>NOT</u> DISPLAY N019 (1992) IN CATI. -------------------- <u>N019</u> IF > 0 <u>OR</u> **ZN50>0**, SKIP TO N020. 0=SKIP TO NE11 <u>NE19</u> IF > 0, THEN SKIP TO NE20 0=SKIP TO NB21/N21B	SI: 92 P: cur	**ZN50=** VALUE OF REAL ESTATE AND OTHER INVESTMENTS IN MAY 1992 FROM CADE.
NX20-92 NY20-Cur.	NX20 :522/ 38 : 1 (as of May, 1992) NY20 :523/ 20 : 1 (current)	(1) As of <u>May, 1992</u>, would you estimate your (and your spouse's) other real estate and investments were worth... (2) Would you estimate the <u>current</u> value of your (and your spouse's) other real estate and investments to be worth...	1 = ...less than $25,000 2 = ...at least $25,000 but less than $50,000 3 = ...at least $50,000 but less than $100,000 4 = ...at least $100,000 but less than $250,000 5 = ...or, $250,000 or more? D,R		P	
N020-92 NE20-Cur.	N020 :522/ 39 : 7 (as of May, 1992) NE20 :523/ 21 : 6 (current)	(1) How much was still owed as of <u>May, 1992</u>? (2) How much is <u>currently</u> owed?	0 NONE 1-999990 Dollars D,R	**IF ZN52 > 0, THEN** COPY THE VALUE OF **ZN52** TO THE CATI RECORD AND DO <u>NOT</u> DISPLAY N020 (1992) IN CATI. <u>N020</u> IF ∃ 0 <u>OR</u> **ZN52>0**, SKIP TO NE11. <u>NE20</u> IF ∃ 0, SKIP TO NB21/N21B	SI: 92 P: cur	**ZN52=** AMOUNT STILL OWED ON REAL ESTATE AND OTHER INVESTMENTS IN MAY 1992 FROM CADE.
NX21-92 NY21-Cur.	NX21 :522/ 46 : 1 (as of May, 1992) NY21 :523/ 27 : 1 (current)	(1) Would you estimate the amount owed as of <u>May, 1992</u> was... (2) Would you estimate the amount <u>currently</u> owed to be...	1 = ...less than $25,000 2 = ...at least $25,000 but less than $50,000 3 = ...at least $50,000 but less than $100,000 4 = ...at least $100,000 but less than $250,000 5 = ...or, $250,000 or more?	<u>NX21</u> SKIP TO NE11 <u>NY21</u> SKIP TO NB21/N21B		

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So	Range/Consistency Check
			D,R			
Timestamp	TV86 :333/ 2 : 8 CV86 :333/ 10 : 5	cumulative time cumulative question count				
NB21 N21B	NB21 :523/ 39 : 1 N21B :523/ 39 : 1	Now I want to talk about money you may have borrowed for the postsecondary education of <u>any</u> household member [excluding the $_____ you borrowed for (SAMPLE STUDENT'S NAME)'s education] Have you (or your spouse) <u>ever</u> borrowed any money for either your, (your spouse's) or any of your [other] children's postsecondary education?	1=YES 2=NO D,R <u>**NOTES ON TEXT SUBSTITUTIONS:**</u> 1. READ TEXT IN BRACKETS IF RESPONDENT BORROWED MONEY FOR SAMPLE STUDENT FOR '92-'93 SCHOOL YEAR (L42f=1) 2. FOR THE TOTAL AMOUNT BORROWED: (L051 + L053 + L055 + L057 + L059 + L061 + L063 + L065 + L067 + L069 + L071 + L073 + L076)	2,D,R = SKIP TO INSTRUCTION BOX N026	P	
N022	N022 :523/ 40 : 1	Was any of this money for... ... yourself (or your spouse)?	1=YES 2=NO D,R		P	
N023	N023 :523/ 41 : 1	Was any of this money for ... ... your children other than (SAMPLE STUDENT'S NAME)?	1=YES 2=NO D,R		P	
INSTRUCTION BOX N024				IF (L004 > 0 <u>OR</u> L007 > 0) <u>AND</u> (L42f ▢ 1), ASK N025; OTHERWISE, SKIP TO N027		
N025	N025 :523/ 42 : 1	was any of this money... ... for (SAMPLE STUDENT'S NAME)?	1=YES 2=NO D,R		P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So	Range/Consistency Check
INSTRUCTION BOX N026				IF (L004 > 0 OR L007 > 0) AND (N022 OR N023 OR N025 = 1), ASK N027; OTHERWISE, SKIP TO N053		
NA27 NB27	NA27 :523/ 43 : 5 NB27 :523/ 43 : 5	[(Including the $____ amount borrowed for (SAMPLE STUDENT'S NAME) in 1992 - 93)], what is the total amount you have borrowed for postsecondary education for all members of your household?	0 NONE 1-99990 Dollars D,R **NOTES ON TEXT SUBSTITUTIONS:** 1. INTERVIEWER SHOULD READ PORTION IN BRACKETS IF RESPONDENT BORROWED MONEY FOR SAMPLE STUDENT (L42f=1) 2. USE THE DOLLAR AMOUNT IN QUESTION N021 FOR THE AMOUNT BORROWED BY RESPONDENT.	0,D,R=SKIP TO N030	P	
N27C	N27C :523/ 48 : 1	INTERVIEWER: THE TOTAL AMOUNT BORROWED ([NA27]) SHOULD INCLUDE THE PREVIOUS AMOUNT BORROWED ([NA21]) FOR SAMPLE STUDENT NAME. PLEASE CORRECT THE ANSWER TO QUESTION NA27.	1 = CONTINUE			
N028	N028 :523/ 49 : 5	Of the amount $[NB27], how much do you currently owe?	0 NONE 1-99990 Dollars D,R		P	
INSTRUCTION BOX N029		IF THE AMOUNT OWED FOR POSTSECONDARY EDUCATION IS GREATER THAN THE TOTAL AMOUNT BORROWED, THE INTERVIEWER WILL VERIFY BY REPEATING NB21/N21B-N028 WITH THE RESPONDENT.				

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So	Range/Consistency Check
N030	N030 :523/ 55 : 5	Currently, how much do you (and your spouse) owe on all <u>other</u> debt? This includes consumer loans, credit card debt, and car loans. Please do <u>not</u> include any previously mentioned debts. OTHER DEBTS - ANYTHING ELSE BESIDES WHAT THE RESPONDENT HAS JUST PROVIDED. I.E., DEBT ON HOME, FARM/BUSINESS, OTHER INVESTMENTS.	0 NONE 1-99990 Dollars D,R	IF ∃ 0, SKIP TO N053	P	
NX31	NX31 :523/ 60 : 1	Would you estimate...	1 = ...less then $5,000 2 = ...at least $5,000 but less than $10,000 3 = ...at least $10,000 but less than $20,000 4 = ...at least $20,000 but less than $30,000 5 = ...at least $30,000 but less than $40,000 6 = ...at least $40,000 but less than $50,000 7 = ...or, $50,000 or more? D,R		P	
N053	N053 :523/ 61 : 1	I need to know if you (or your spouse) claimed (SAMPLE STUDENT's NAME) as an income tax exemption in the year... ...1989?	1=YES 2=NO D,R		P	
N054	N054 :523/ 62 : 1	...1990?	1=YES 2=NO D,R		P	
INSTRUCTION BOX N54A				IF N032=5, THEN SKIP TO N55A		
N055	N055 :523/ 63 : 1	...1991?	1=YES 2=NO D,R		P	
N55A	N55A :523/ 64 : 1	...1992?	1=YES 2=NO D,R		P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So	Range/Consistency Check
N56x	N56x :523/ 65 : 1 ST1 :523/ 66 : 2 (state)	What is your state of legal residence? INTERVIEWER: IN THE USEREXIT, PLEASE ENTER THE STATE ABBREVIATION AND VERIFY BY SELECTING THE STATE FROM THE LIST. IF CANADA, ENTER CN AND THEN ENTER AND VERIFY THE CANADIAN PROVINCE.	1=SPECIFY STATE ABBREVIATION IN THE USEREXIT	IF **ZN54** HAS A STATE ABBREVIATION, DO <u>NOT</u> DISPLAY N056 IN CATI.	SI	**ZN54**= STATE OF LEGAL RESIDENCE FROM CADE
Timestamp	TV87 :333/ 15 : 8 CV87 :333/ 23 : 5	cumulative time cumulative question count				

SECTION P: DEMOGRAPHICS

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So	Range/Consistency Check
INSTRUCTION BOX P01A				ALL RESPONDENTS SHOULD START SECTION P BY SKIPPING TO P002		
P001	P001 :524/ 21 : 1	Are you ...?	1=White 2=Black 3=American Indian or Alaskan Native, or 4=Asian or Pacific Islander 7=OTHER (SPECIFY) D,R	1,2,3,D,R=SKIP TO BOX P007 4=SKIP TO P004 7=CONTINUE TO P1sp	P	
P1sp	P1sp :524/ 22 :30	SPECIFY:	30 CHARACTERS	ALL RESPONSES SKIP TO BOX P007	P	
P002	P002 :523/ 68 : 1	The next series of questions is about your background and education. Are you of Hispanic origin?	1=YES 2=NO D,R	1=SKIP TO P003 2,D,R=SKIP TO P001	P	
P003	P003 :523/ 69 : 2	Are you ...	1=Mexican, Mexican-American, Chicano 2=Cuban 3=Puerto Rican, or 91=of other Hispanic descent (SPECIFY:) D, R	1,2,3,D,R=SKIP TO P001 91=CONTINUE TO P3sp	P	
P3sp	P3sp :523/ 71 :30	SPECIFY OTHER	30 CHARACTERS	SKIP TO P001	P	
P004	P004 :524/ 52 : 2	Are you ...	1=Chinese 2=Filipino 3=Hawaiian 4=Japanese 5=Korean 6=Vietnamese 7=Asian Indian 8=Samoan 9=Guamanian, or 91=other Asian or Pacific Islander D,R	91=CONTINUE TO P4sp ALL OTHER ANSWERS SKIP TO BOX P007	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So	Range/Consistency Check
P4sp	P4sp :524/ 54 :30	SPECIFY OTHER	30 CHARACTERS	CONTINUE TO BOX P007	P	
INSTRUCTION BOX P007				ASK P005-PJ06 FOR THE RESPONDENT IF RESPONDENT IS MARRIED (L001=2) THEN ASK PX05-PK06, FOR THE RESPONDENT'S SPOUSE; IF RESPONDENT IS NOT MARRIED (L001 = 1,3,D,R) THEN CONTINUE TO Q001, AFTER ASKING P005-PJ06 FOR THE RESPONDENT ONLY.		
P005-Re PX05-Sp	P005 :525/ 4 : 2 (respondent) PX05 :525/ 10 : 2 (spouse)	In what year (were you/was your spouse) born?	00-75 19__ D,R		P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So	Range/Consistency Check
P006-Re PX06-Sp	P006 :525/ 6 : 2 (respondent) PX06 :525/ 12 : 2 (spouse)	What is the highest level of education (you have/your spouse has) completed?	1=LESS THAN HIGH SCHOOL 2=GED 3=HIGH SCHOOL GRADUATION VOCATIONAL, TRADE, OR BUSINESS SCHOOL AFTER HIGH SCHOOL: 4=LESS THAN 1 YEAR 5=1 YEAR BUT LESS THAN 2 YEARS 6=2 YEARS OR MORE COLLEGE OR UNIVERSITY: 7=LESS THAN 2 YEARS OF COLLEGE 8=ASSOCIATE'S DEGREE 9=2 OR MORE YEARS OF COLLEGE 10=BACHELOR'S DEGREE (4-5 YEAR DEGREE) 11=MASTER'S DEGREE OR EQUIVALENT 12=FIRST PROFESSIONAL DEGREE (CHIROPRACTIC, DENTISTRY, MEDICINE, VETERINARY MEDICINE, OPTOMETRY, OSTEOPATHY, PHARMACY, PODIATRY, LAW, THEOLOGY) 13=OTHER ADVANCED PROFESSIONAL DEGREE 14=DOCTORATE (Ph.D, Ed.D) D,R	IF ASKING ABOUT RESPONDENT: 9 = CONTINUE TO PJ06; 1-8,10-14,D OR R = SKIP TO PX05 IF RESPONDENT IS MARRIED (L001 = 2 OR 3); OR, SKIP TO Q001 IF NOT MARRIED (L001=1,D,R) IF ASKING ABOUT RESPONDENT'S SPOUSE: 9 = CONTINUE TO PK06; 1-8,10-14,D,R = SKIP TO Q001.	P	IF N022 = 1 THEN P006 OR PX06 MUST BE ∃ 04
PL06 PM06	PL06 :525/ 9 : 1 (respondent) PM06 :525/ 15 : 1 (spouse)	THERE IS AN INCONSISTENCY IN AN EARLIER SECTION (N022) THE RESPONDENT MENTIONED THAT THEY BORROWED MONEY FOR A POSTSECONDARY EDUCATION; NOW THEY INDICATE THAT THEIR HIGHEST LEVEL OF EDUCATION IS HIGH SCHOOL! IS THAT CORRECT?	1=YES, THAT'S CORRECT 2=NO, GET BACK TO (P006/PX06)			

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So	Range/Consistency Check
PJ06-Re PK06-Sp	PJ06 :525/ 8 : 1 (respondent) PK06 :525/ 14 : 1 (spouse)	Did (you/your spouse) earn an Associate's Degree?	1=YES 2=NO D,R	IF ASKING ABOUT RESPONDENT: SKIP TO PX05 IF RESPONDENT IS MARRIED (L001 = 2 OR 3); OR SKIP TO Q001 IF RESPONDENT IS NOT MARRIED. IF ASKING ABOUT THE RESPONDENT'S SPOUSE: CONTINUE TO Q001	P	
Timestamp	TV91 :333/ 67 : 8 CV91 :333/ 75 : 5	cumulative time cumulative question count				

SECTION Q: SAMPLE STUDENTS EDUCATION

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So	Range/Consistency Check
INSTRUCTION BOX Q01A				IF PARENTS HAVE RECEIVED A FEDERAL LOAN (L50a = 1), OR THE SAMPLE STUDENT HAS ANY FEDERAL, STATE, OR INSTITUTION AID (C005=1 or CC05=1), THEN SKIP SECTION Q		
Q001	Q001 :525/ 16 : 1	Has (SAMPLE STUDENT'S NAME) ever applied for financial aid such as a grant, scholarship, fellowship, loan or work study program for (his/her) education beyond high school?	1=YES 2=NO D,R	1,D,R = SKIP TO R001	P	
Q002	Grid control variable: Q002 :525/ 41 : 2 Zero indicates "NO" and positive numbers indicate the order of "YES" answers: Q2a :525/ 17 : 2 (could pay) Q2b :525/ 19 : 2 (did not want debt) Q2c :525/ 21 : 2 (income too high) Q2d :525/ 23 : 2 (scores too low) Q2e :525/ 25 : 2 (difficult to apply) Q2f :525/ 27 : 2 (did not wish to disclose) Q2g :525/ 29 : 2 (ineligible) Q2h :525/ 31 : 2 (no money available) Q2i :525/ 33 : 2 (missed deadline) Q2j :525/ 35 : 2 (did not know about financial aid) Q2k :525/ 37 : 2 (other)	What were the reasons your family did not apply for financial aid for (SAMPLE STUDENT'S NAME)?	CODE ALL THAT APPLY: 1=FAMILY/STUDENT COULD PAY 2=FAMILY/STUDENT NOT WILLING TO GO INTO DEBT 3=FAMILY INCOME TOO HIGH TO QUALIFY 4=STUDENT GRADES/TEST SCORES TOO LOW TO QUALIFY 5=TOO DIFFICULT TO APPLY FOR AID 6=STUDENT/FAMILY DID NOT WISH TO DISCLOSE FINANCIAL SITUATION 7=STUDENT PART TIME AT SCHOOL AND THEREFORE WAS INELIGIBLE 8=NO MONEY WAS AVAILABLE 9=MISSED DEADLINE FOR APPLICATION 10=DIDN'T KNOW ABOUT FINANCIAL AID 91=OTHER (SPECIFY) e=EXIT GRID, ALL DONE	91=CONTINUE TO Q2s ALL OTHER ANSWERS SKIP TO R001	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So	Range/Consistency Check
Q2s	Q2s :525/ 43 :40	SPECIFY OTHER REASON	VERBATIM RESPONSE			
Timestamp	TV94 :334/ 26 : 8 CV94 :334/ 34 : 5	cumulative time cumulative question count				

SECTION R: ATTITUDES

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So	Range/Consistency Check
R001	Grid control variable: R001 :526/ 6 : 1 These will have "Y" or "N" answers: R1a :526/ 3 : 1 R1b :526/ 4 : 1 R1c :526/ 5 : 1	In concluding the interview, I'd like to ask you some questions about preparations for (SAMPLE STUDENT'S NAME)'s postsecondary education. In deciding to attend SAMPLE SCHOOL, Did you and SAMPLE STUDENT NAME consider the...	<1> The graduation rate? <2> The campus crime rate? <3> The job placement rate? e=EXIT GRID, ALL DONE	NON-B&B SKIP TO R011 B&B CONTINUE TO R004	P	
R004	R004 :526/ 7 : 1	Have you recently discussed with (SAMPLE STUDENT'S NAME) the possibility of (him/her) attending graduate school?	1=YES 2=NO D,R	B&B PARENTS ONLY	P	
R005	R005 :526/ 8 : 1	Is (SAMPLE STUDENT'S NAME) attending, or planning to attend, graduate school?	1=YES 2=NO D,R	B&B PARENTS ONLY 2,D,R = SKIP TO R008	P	
R006	R006 :526/ 9 : 1	Did you assist ([SAMPLE STUDENT'S NAME]) in selecting a graduate school?	1=YES 2=NO D,R	B&B PARENTS ONLY 2,D,R = SKIP TO R008	P	
R007	Grid control variable: R007 :526/ 26 : 2 Zero indicates "NO" and positive numbers indicate the order of "YES" answers: R7a :526/ 10 : 2 (visited campuses) R7b :526/ 12 : 2 (solicited letters) R7c :526/ 14 : 2 (paid for trips) R7d :526/ 16 : 2 (purchases ref. guides) R7e :526/ 18 : 2 (wrote to school for info) R7f :526/ 20 : 2 (asked others) R7g :526/ 22 : 2 (other)	How did you assist (him/her) in selecting a graduate school?	CODE ALL THAT APPLY -- DO NOT READ ANSWERS 1=VISITED CAMPUSES 2=SOLICITED LETTERS OF RECOMMENDATION 3=PAID FOR STUDENT'S TRIPS TO VISIT CAMPUSES 4=PURCHASED/REVIEWED SCHOOL REFERENCE GUIDES 5=WROTE TO SCHOOL FOR INFORMATION 6=ASKED INFORMATION/QUESTIONS OF OTHERS WHO HAVE ATTENDED, OR WHOSE CHILDREN HAD ATTENDED, THE SCHOOL 91=OTHER (SPECIFY) e=EXIT GRID, ALL DONE	B&B PARENTS ONLY 91=CONTINUE TO R17h ALL OTHER ANSWERS SKIP TO R008	P	

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So	Range/Consistency Check
R17h	R7s :526/ 28 :40	SPECIFY OTHER	40 CHARACTERS		P	
Timestamp	TV96 :334/ 52 : 8 CV96 :334/ 60 : 5	cumulative time cumulative question count				
R008	R008 :526/ 68 : 1	In the past year, did you help [SAMPLE STUDENT'S NAME] look for a job?	1=YES 2=NO D,R	B&B PARENTS ONLY 2,D,R=SKIP TO R011	P	
R009	Grid control variable: R009 :527/ 23 : 2 Zero indicates "NO" and positive numbers indicate the order of "YES" answers: R9a :526/ 69 : 2 (resumes) R9b :526/ 71 : 2 (looked through want ads) R9c :526/ 73 : 2 (asked friends) R9d :526/ 75 : 2 (solicited letters) R9e :526/ 77 : 2 (gave money for support) R9f :526/ 79 : 2 (paid for printing) R9g :527/ 1 : 2 (bought clothes)	How did you help with (his/her) job search?	DO NOT READ ANSWERS 1=HELPED SEND OUT RESUMES 2=LOOKED THROUGH WANT ADS 3=ASKED FRIENDS/FAMILY/BUSINESS ASSOCIATES ABOUT OPPORTUNITIES 4=SOLICITED LETTERS OF RECOMMENDATION 5=GAVE MONEY FOR STUDENT'S SUBSISTENCE/FINANCIAL SUPPORT 6=PAID FOR PRINTING BUSINESS CARDS/STATIONARY 7=BOUGHT STUDENT A SUIT/CLOTHES 8=ASSISTED IN PAYING FOR TRAVEL TO INTERVIEWS 9=LOOKED AT JOB BOARDS IN COMPANY EMPLOYMENT OFFICE 10=CONTACTED "HEAD HUNTERS"/EMPLOYMENT AGENCY/PROFESSIONAL RECRUITER 11=WENT TO CAMPUS JOB PLACEMENT OFFICE 12=ASSISTED (STUDENT) IN ATTENDING RECRUITING FAIRS 13=ENCOURAGED (STUDENT) TO PLACE WANT ADS 14=SUBSCRIBED TO TRADE JOURNALS 60=NOTHING 91=OTHER (SPECIFY:) e=EXIT GRID, ALL DONE	B&B PARENTS ONLY 91=CONTINUE TO R9s 60=SKIP TO RL09 ALL OTHER ANSWERS SKIP TO R011	P	

Appendix D: Facsimiles of B&B:93/03 Interview and Previous Interviews

Question Number	CATI variable name, location and width	Question Wording	Response Categories	Skip Patterns	So	Range/Consistency Check
R009 continued	R9h :527/ 3 : 2 (helped pay for travel) R9i :527/ 5 : 2 (looked at job boards) R9j :527/ 7 : 2 (contacted employment agency) R9k :527/ 9 : 2 (went to campus job placement office) R9l :527/ 11 : 2 (recruiting fairs) R9m :527/ 13 : 2 (placed want ads) R9n :527/ 15 : 2 (trade journals) R9o :527/ 17 : 2 (DID NOTHING) R9p :527/ 19 : 2 (other)					
R9s	R9s :527/ 25 :40	SPECIFY OTHER	40 CHARACTERS	SKIP TO R011	P	
RL09	RL09 :527/ 65 : 1	INTERVIEWER: IF THE RESPONDENT DID NOTHING CODE IT AS 60.	<1> CONTINUE			
R011	R011 :527/ 66 : 1	INTERVIEWER: WHO COMPLETED THE MAJORITY OF THE QUESTIONNAIRE?	1=MOTHER / FEMALE GUARDIAN / STEPMOTHER 2=FATHER / MALE GUARDIAN / STEPFATHER D,R	IF STUDENT HAS **ALREADY** BEEN INTERVIEWED, SKIP TO >TCM< (COMMENT LINE) IN THE TRACING MODULE; IF STUDENT HAS **NOT** YET BEEN INTERVIEWED, SKIP TO >SADD< IN TRACING MODULE.		
ENDK		END OF PARENT INTERVIEW INTERVIEWER: EXPLAIN THE RESULTS OF THE CALL IN THE FOLLOWING COMMENTS SCREEN.	<1> PRESS 1 TO CONTINUE			
Timestamp	TV97 :334/ 65 : 8 CV97 :334/ 73 : 5	cumulative time cumulative question count				

Appendix D
Facsimiles of B&B:93/03
Interview and Previous Interviews

B&B:93/94

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```
Question name              Question text                                              Sample
   AQ number                 Codes or Range                                             Skip
   ITERS                     QXQ                                                        Instruct
---------------------------   -------------------------------------------------------   -------------------------------------------------
   P_A008_HS_GRAD_YR  AQ Number:   PRELOAD                                              SAMPLE:
   1                         A008

                                                                                        SKIP:
   ITERS:                    RANGE:
                             QXQ:                                                       INSTRUCTIONS:

==================================================================================================================================
   P_AJ12_DATE_BEGAN_COLL  AQ   PRELOAD                                                 SAMPLE:
   Number: 2                 AJ12

                                                                                        SKIP:
   ITERS:                    RANGE:
                             QXQ:                                                       INSTRUCTIONS:

==================================================================================================================================
   P_AK12_DATE_BEGAN_COLL  AQ   PRELOAD                                                 SAMPLE:
   Number: 3                 AK12

                                                                                        SKIP:
   ITERS:                    RANGE:
                             QXQ:                                                       INSTRUCTIONS:

==================================================================================================================================
   P_A215_DATE_RECVD-BA  AQ   PRELOAD                                                   SAMPLE:
   Number: 4                 A215

                                                                                        SKIP:
   ITERS:                    RANGE:
                             QXQ:                                                       INSTRUCTIONS:

==================================================================================================================================
   P_A315_DATE_RECVD-BA  AQ   PRELOAD                                                   SAMPLE:
   Number: 5                 A315

                                                                                        SKIP:
   ITERS:                    RANGE:
                             QXQ:                                                       INSTRUCTIONS:

==================================================================================================================================
   P_AL13_UNDGRAD_MAJOR  AQ   PRELOAD                                                   SAMPLE:
   Number: 6                 A013

                                                                                        SKIP:
   ITERS:                    RANGE:
                             QXQ:                                                       INSTRUCTIONS:

==================================================================================================================================
   P_M_C12_UNDGRAD_MAJOR_CODE AQ   PRELOAD                                              SAMPLE:
   Number: 7                 A013

                                                                                        SKIP:
   ITERS:                    RANGE:
                             QXQ:                                                       INSTRUCTIONS:

==================================================================================================================================
```

```
P_AX17_GPA_MAJ_FLAG  AQ          PRELOAD                                          SAMPLE:
Number: 8                        NORC CREATED
                                 AX17
                                                                                  SKIP:
   ITERS:                        RANGE:
                                 QXQ:                                             INSTRUCTIONS:

===========================================================================================================================

   P_AX16_GPA_CUMUL_FLAG AQ      PRELOAD                                          SAMPLE:
   Number: 9                     NORC CREATED
                                 AX16
                                                                                  SKIP:
   ITERS:                        RANGE:
                                 QXQ:                                             INSTRUCTIONS:

===========================================================================================================================

   P_OTHER_DEGREE_FLAG  AQ       PRELOAD                                          SAMPLE:
   Number: 10                    NORC CREATED
                                 A020, A021
                                                                                  SKIP:
   ITERS:                        RANGE:
                                 QXQ:                                             INSTRUCTIONS:

===========================================================================================================================

   P_OTHER_SCHOOL_FLAG  AQ       PRELOAD                                          SAMPLE:
   Number: 11                    NORC CREATED
                                 A123, A223, A323
                                                                                  SKIP:
   ITERS:                        RANGE:
                                 QXQ:                                             INSTRUCTIONS:

===========================================================================================================================

   P_MONTH_DATE_APPLD_GRADSCHOOL   PRELOAD                                        SAMPLE:
   AQ #: 12                        F055
                                                                                  SKIP:
   ITERS:                          RANGE:
                                   QXQ:                                           INSTRUCTIONS:

===========================================================================================================================

   P_YEAR_DATE_APPLD_GRADSCHOOL    PRELOAD                                        SAMPLE:
   AQ #: 13                        F225
                                                                                  SKIP:
   ITERS:                          RANGE:
                                   QXQ:                                           INSTRUCTIONS:

===========================================================================================================================

   P_SCHOOL1   AQ Number: 14       PRELOAD                                        SAMPLE:
                                   A124
                                                                                  SKIP:
   ITERS:                          RANGE:
                                   QXQ:                                           INSTRUCTIONS:

===========================================================================================================================
```

```
P_SCHOOL1_CODE    AQ Number: 15  PRELOAD                              SAMPLE:
                                 AI01
                                                                      SKIP:
ITERS:                           RANGE:
                                 QXQ:                                 INSTRUCTIONS:
===========================================================================================================================
P_SCHOOL2     AQ Number: 16     PRELOAD                               SAMPLE:
                                A224
                                                                      SKIP:
ITERS:                           RANGE:
                                 QXQ:                                 INSTRUCTIONS:
===========================================================================================================================
P_SCHOOL2_CODE    AQ Number: 17  PRELOAD                              SAMPLE:
                                 AI02
                                                                      SKIP:
ITERS:                           RANGE:
                                 QXQ:                                 INSTRUCTIONS:
===========================================================================================================================
P_SCHOOL3     AQ Number: 18     PRELOAD                               SAMPLE:
                                A324
                                                                      SKIP:
ITERS:                           RANGE:
                                 QXQ:                                 INSTRUCTIONS:
===========================================================================================================================
P_SCHOOL3_CODE    AQ Number: 19  PRELOAD                              SAMPLE:
                                 AI03
                                                                      SKIP:
ITERS:                           RANGE:
                                 QXQ:                                 INSTRUCTIONS:
===========================================================================================================================
P_SCHOOL4     AQ Number: 20     PRELOAD                               SAMPLE:
                                B129
                                                                      SKIP:
ITERS:                           RANGE:
                                 QXQ:                                 INSTRUCTIONS:
===========================================================================================================================
P_SCHOOL4_CODE    AQ Number: 21  PRELOAD                              SAMPLE:
                                 B30a
                                                                      SKIP:
ITERS:                           RANGE:
                                 QXQ:                                 INSTRUCTIONS:
===========================================================================================================================
P_SCHOOL5     AQ Number: 22     PRELOAD                               SAMPLE:
                                B229
                                                                      SKIP:
   ITERS:                          RANGE:
                                   QXQ:                                INSTRUCTIONS:
===========================================================================================================================
```

```
P_SCHOOL5_CODE   AQ Number: 23  PRELOAD                              SAMPLE:
                                B30c
                                                                    SKIP:
ITERS:                          RANGE:
                                QXQ:                                INSTRUCTIONS:
==============================================================================================================
P_SCHOOL6     AQ  Number: 24   PRELOAD                              SAMPLE:
                                B329
                                                                    SKIP:
ITERS:                          RANGE:
                                QXQ:                                INSTRUCTIONS:
==============================================================================================================
P_SCHOOL6_CODE   AQ Number: 25  PRELOAD                             SAMPLE:
                                B30e
                                                                    SKIP:
ITERS:                          RANGE:
                                QXQ:                                INSTRUCTIONS:
==============================================================================================================
P_SCHOOL7     AQ Number: 26    PRELOAD                              SAMPLE:
                                B429
                                                                    SKIP:
ITERS:                          RANGE:
                                QXQ:                                INSTRUCTIONS:
==============================================================================================================
P_SCHOOL7_CODE    AQ Number:   PRELOAD                              SAMPLE:
27                              B30g
                                                                    SKIP:
ITERS:                          RANGE:
                                QXQ:                                INSTRUCTIONS:
==============================================================================================================
P_SCHOOL8     AQ Number: 28    PRELOAD                              SAMPLE:
                                B529
                                                                    SKIP:
ITERS:                          RANGE:
                                QXQ:                                INSTRUCTIONS:
==============================================================================================================
P_SCHOOL8_CODE   AQ Number: 29  PRELOAD                             SAMPLE:
                                B30i
                                                                    SKIP:
ITERS:                          RANGE:
                                QXQ:                                INSTRUCTIONS:
==============================================================================================================
P_GRE_FLAG   AQ Number: 30     PRELOAD                              SAMPLE:
                                NORC CREATED
                                FA19
                                                                    SKIP:
ITERS:                          RANGE:
                                QXQ:                                INSTRUCTIONS:
==============================================================================================================
```

```
P_GRE_MONTH_DATE   AQ Number:   PRELOAD                                    SAMPLE:
31                             F20A

                                                                          SKIP:
    ITERS:                     RANGE:
                               QXQ:                                        INSTRUCTIONS:

============================================================================================================

    P_GRE_YEAR_DATE   AQ Number:   PRELOAD                                  SAMPLE:
32                             F20J

                                                                          SKIP:
    ITERS:                     RANGE:
                               QXQ:                                        INSTRUCTIONS:

============================================================================================================

    P_GRE_ADVANCED_MONTH_DATE  AQ   PRELOAD                                 SAMPLE:
Number: 33                     F20I

                                                                          SKIP:
    ITERS:                     RANGE:
                               QXQ:                                        INSTRUCTIONS:
============================================================================================================

    P_GRE_ADVANCED_YEAR_DATE   AQ   PRELOAD                                 SAMPLE:
Number: 34                     F20R

                                                                          SKIP:
    ITERS:                     RANGE:
                               QXQ:                                        INSTRUCTIONS:

============================================================================================================

    P_SCORE_GRE_QUANT  AQ Number:   PRELOAD                                 SAMPLE:
35                             F21V

                                                                          SKIP:
    ITERS:                     RANGE:
                               QXQ:                                        INSTRUCTIONS:

============================================================================================================

    P_SCORE_GRE_VERBAL  AQ Number:  PRELOAD                                 SAMPLE:
36                             FX21

                                                                          SKIP:
    ITERS:                     RANGE:
                               QXQ:                                        INSTRUCTIONS:

============================================================================================================

    P_SCORE_GRE_ANALYTICAL  AQ      PRELOAD                                 SAMPLE:
Number: 37                     F21M

                                                                          SKIP:
    ITERS:                     RANGE:
                               QXQ:                                        INSTRUCTIONS:

============================================================================================================

    P_SCORE_GRE_ADVANCED       AQ   PRELOAD                                 SAMPLE:
Number: 38                     F21I

                                                                          SKIP:
    ITERS:                     RANGE:
                               QXQ:                                        INSTRUCTIONS:

============================================================================================================
```

```
P_MAT_FLAG    AQ Number: 39    PRELOAD                                        SAMPLE:
                               NORC CREATED
                               F19C
                                                                   SKIP:
   ITERS:                      RANGE:
                               QXQ:                                 INSTRUCTIONS:
==================================================================================================
P_MAT_MONTH_DATE AQ Number:    PRELOAD                                        SAMPLE:
40                             F20C
                                                                   SKIP:
   ITERS:                      RANGE:
                               QXQ:                                 INSTRUCTIONS:
==================================================================================================
P_MAT_YEAR_DATE  AQ Number:    PRELOAD                                        SAMPLE:
41                             F20L
                                                                   SKIP:
   ITERS:                      RANGE:
                               QXQ:                                 INSTRUCTIONS:
==================================================================================================
P_SCORE_MAT      AQ Number:    PRELOAD                                        SAMPLE:
42                             F21C
                                                                   SKIP:
   ITERS:                      RANGE:
                               QXQ:                                 INSTRUCTIONS:
==================================================================================================
P_DAT_FLAG       AQ Number:    PRELOAD                                        SAMPLE:
43                             NORC CREATED
                               F19D
                                                                   SKIP:
   ITERS:                      RANGE:
                               QXQ:                                 INSTRUCTIONS:
==================================================================================================
P_DAT_MONTH_DATE AQ Number:    PRELOAD                                        SAMPLE:
44                             F20D
                                                                   SKIP:
   ITERS:                      RANGE:
                               QXQ:                                 INSTRUCTIONS:
==================================================================================================
P_DAT_YEAR_DATE  AQ Number:    PRELOAD                                        SAMPLE:
45                             F20M
                                                                   SKIP:
   ITERS:                      RANGE:
                               QXQ:                                 INSTRUCTIONS:
==================================================================================================
P_SCORE_DAT      AQ Number:    PRELOAD                                        SAMPLE:
46                             F21D
                                                                   SKIP:
   ITERS:                      RANGE:
                               QXQ:                                 INSTRUCTIONS:
==================================================================================================
P_GMAT_FLAG      AQ Number:    PRELOAD                                        SAMPLE:
47                             NORC CREATED
                               F19E
                                                                   SKIP:
   ITERS:                      RANGE:
```

```
                      QXQ:                                  INSTRUCTIONS:

================================================================================================================================
  P_GMAT_MONTH_DATE AQ Number:    PRELOAD                             SAMPLE:
  48                              F20E

                                                                      SKIP:
  ITERS:                          RANGE:
                                  QXQ:                                INSTRUCTIONS:

================================================================================================================================
  P_GMAT_YEAR_DATE AQ Number:     PRELOAD                             SAMPLE:
  49                              F20N

                                                                      SKIP:
  ITERS:                          RANGE:
                                  QXQ:                                INSTRUCTIONS:

================================================================================================================================
  P_SCORE_GMAT     AQ Number:     PRELOAD                             SAMPLE:
  50                              F21E

                                                                      SKIP:
  ITERS:                          RANGE:
                                  QXQ:                                INSTRUCTIONS:

================================================================================================================================
  P_LSAT_FLAG      AQ Number:     PRELOAD                             SAMPLE:
  51                              NORC CREATED
                                  F19F

                                                                      SKIP:
  ITERS:                          RANGE:
                                  QXQ:                                INSTRUCTIONS:

================================================================================================================================
  P_LSAT_MONTH_DATE AQ Number:    PRELOAD                             SAMPLE:
  52                              F202F

                                                                      SKIP:
  ITERS:                          RANGE:
                                  QXQ:                                INSTRUCTIONS:

================================================================================================================================
  P_LSAT_YEAR_DATE AQ Number:     PRELOAD                             SAMPLE:
  53                              F20O

                                                                      SKIP:
  ITERS:                          RANGE:
                                  QXQ:                                INSTRUCTIONS:

================================================================================================================================
```

```
P_SCORE_LSAT       AQ Number:     PRELOAD                                    SAMPLE:
54                                F21F
                                                                             SKIP:
   ITERS:                         RANGE:
                                  QXQ:                                       INSTRUCTIONS:

=================================================================================================================

   P_MCAT_FLAG      AQ Number:     PRELOAD                                    SAMPLE:
55                                NORC CREATED
                                  F19G
                                                                             SKIP:
   ITERS:                         RANGE:
                                  QXQ:                                       INSTRUCTIONS:

=================================================================================================================

   P_MCAT_MONTH_DATE AQ Number:    PRELOAD                                    SAMPLE:
56                                F20G
                                                                             SKIP:
   ITERS:                         RANGE:
                                  QXQ:                                       INSTRUCTIONS:

=================================================================================================================

   P_MCAT_YEAR_DATE AQ Number:     PRELOAD                                    SAMPLE:
57                                F20P
                                                                             SKIP:
   ITERS:                         RANGE:
                                  QXQ:                                       INSTRUCTIONS:

=================================================================================================================

   P_SCORE_MCAT     AQ Number:     PRELOAD                                    SAMPLE:
58                                F21G
                                                                             SKIP:
   ITERS:                         RANGE:
                                  QXQ:                                       INSTRUCTIONS:

=================================================================================================================

   P_VT_MONTH_DATE  AQ Number:     PRELOAD                                    SAMPLE:
59                                F20I
                                                                             SKIP:
   ITERS:                         RANGE:
                                  QXQ:                                       INSTRUCTIONS:

=================================================================================================================

   P_VT_YEAR_DATE   AQ Number:     PRELOAD                                    SAMPLE:
60                                F20R
                                                                             SKIP:
   ITERS:                         RANGE:
                                  QXQ:                                       INSTRUCTIONS:

=================================================================================================================

   P_SCORE_VT       AQ Number:     PRELOAD                                    SAMPLE:
61                                F21I
                                                                             SKIP:
   ITERS:                         RANGE:
                                  QXQ:                                       INSTRUCTIONS:

=================================================================================================================

   P_NTE_FLAG       AQ Number:     PRELOAD                                    SAMPLE:
62                                NORC CREATED
                                  F19B
                                                                             SKIP:
   ITERS:                         RANGE:
                                  QXQ:                                       INSTRUCTIONS:
```

==

```
P_NTE_MONTH_DATE  AQ Number:     PRELOAD                                                 SAMPLE:
63                               F20B

                                                                                         SKIP:
ITERS:                           RANGE:
                                 QXQ:                                                    INSTRUCTIONS:
```

==

```
P_NTE_YEAR_DATE   AQ Number:     PRELOAD                                                 SAMPLE:
64                               F20K

                                                                                         SKIP:
ITERS:                           RANGE:
                                 QXQ:                                                    INSTRUCTIONS:
```

==

```
P_SCORE_NTE       AQ Number:     PRELOAD                                                 SAMPLE:
65                               F21B

                                                                                         SKIP:
ITERS:                           RANGE:
                                 QXQ:                                                    INSTRUCTIONS:
```

==

```
P_NURSE_FLAG    AQ Number: 66  PRELOAD                                                   SAMPLE:
                               NORC CREATED

                                                                                         SKIP:
ITERS:                           RANGE:
                                 QXQ:                                                    INSTRUCTIONS:
```

==

```
P_NURSE_MONTH_DATE      AQ       PRELOAD                                                 SAMPLE:
Number: 67                       F20I

                                                                                         SKIP:
ITERS:                           RANGE:
                                 QXQ:                                                    INSTRUCTIONS:
```

==

```
P_NURSE_YEAR_DATE       AQ       PRELOAD                                                 SAMPLE:
Number: 68                       F20R

                                                                                         SKIP:
ITERS:                           RANGE:
                                 QXQ:                                                    INSTRUCTIONS:
```

==

```
P_SCORE_NURSE           AQ       PRELOAD                                                 SAMPLE:
Number: 69                       F21I

                                                                                         SKIP:
ITERS:                           RANGE:
                                 QXQ:                                                    INSTRUCTIONS:
```

==

```
P_SAT_FLAG          AQ Number:   PRELOAD                                                    SAMPLE:
70                               NORC CREATED
                                 A310
                                                                                           SKIP:
     ITERS:                      RANGE:
                                 QXQ:                                                       INSTRUCTIONS:

============================================================================================================================

P_ACT_FLAG          AQ Number:   PRELOAD                                                    SAMPLE:
71                               NORC CREATED
                                 A110
                                                                                           SKIP:
     ITERS:                      RANGE:
                                 QXQ:                                                       INSTRUCTIONS:

============================================================================================================================

P_FIRST_GRAD_SCHL_FLAG  AQ       PRELOAD                                                    SAMPLE:
Number: 72                       FI57
                                 F057
                                                                                           SKIP:
     ITERS:                      RANGE:
                                 QXQ:                                                       INSTRUCTIONS:

============================================================================================================================

P_SECOND_GRAD_SCHL_FLAG  AQ      PRELOAD                                                    SAMPLE:
Number: 73                       NORC CREATED
                                                                                           SKIP:
     ITERS:                      RANGE:
                                 QXQ:                                                       INSTRUCTIONS:

============================================================================================================================

P_FIRST_GRAD_SCHL_NAME   AQ      PRELOAD                                                    SAMPLE:
Number: 74                       F057
                                                                                           SKIP:
     ITERS:                      RANGE:
                                 QXQ:                                                       INSTRUCTIONS:

============================================================================================================================

P_SECOND_GRAD_SCHL_NAME  AQ      PRELOAD                                                    SAMPLE:
Number: 75                       F065
                                                                                           SKIP:
     ITERS:                      RANGE:
                                 QXQ:                                                       INSTRUCTIONS:

============================================================================================================================

P_GPA_SCALE_CUMULATIVE  AQ       PRELOAD                                                    SAMPLE:
Number: 76                       AX16
                                                                                           SKIP:
     ITERS:                      RANGE:
                                 QXQ:                                                       INSTRUCTIONS:

============================================================================================================================
```

```
P_SAMLE SCHOOL   AQ Number: 78  PRELOAD                                          SAMPLE:
                                SNAM

                                                                                 SKIP:
     ITERS:                     RANGE:
                                QXQ:                                             INSTRUCTIONS:

==========================================================================================================================

     P_RDOB_MM          AQ Number:    PRELOAD                                     SAMPLE:
     79                              ABT CADE

                                                                                 SKIP:
     ITERS:                     RANGE:
                                QXQ:                                             INSTRUCTIONS:

==========================================================================================================================

     P_RDOB_DD          AQ Number:    PRELOAD                                     SAMPLE:
     80                              ABT CADE

                                                                                 SKIP:
     ITERS:                     RANGE:
                                QXQ:                                             INSTRUCTIONS:

==========================================================================================================================

     P_RDOB_YY          AQ Number:    PRELOAD                                     SAMPLE:
     81                              ABT CADE

                                                                                 SKIP:
     ITERS:                     RANGE:
                                QXQ:                                             INSTRUCTIONS:

==========================================================================================================================

     P_SEX              AQ Number:    PRELOAD                                     SAMPLE:
     82                              G001

                                                                                 SKIP:
     ITERS:                     RANGE:
                                QXQ:                                             INSTRUCTIONS:

==========================================================================================================================

     P_CITIZEN          AQ Number:    PRELOAD                                     SAMPLE:
     83                              G007

                                                                                 SKIP:
     ITERS:                     RANGE:
                                QXQ:                                             INSTRUCTIONS:

==========================================================================================================================

     P_RACE             AQ Number:    PRELOAD                                     SAMPLE:
     84                              G002, G102

                                                                                 SKIP:
     ITERS:                     RANGE:
                                QXQ:                                             INSTRUCTIONS:

==========================================================================================================================

     P_HISPANIC_ORIGINAL    AQ      PRELOAD                                       SAMPLE:
     Number: 85                     G003

                                                                                 SKIP:
     ITERS:                     RANGE:
                                QXQ:                                             INSTRUCTIONS:

==========================================================================================================================
```

```
P_HISPANIC_ETH          AQ       PRELOAD                                                    SAMPLE:
Number: 86                       G004, G104

                                                            SKIP:
   ITERS:                        RANGE:
                                 QXQ:                                                        INSTRUCTIONS:

================================================================================================================

P_ASIAN_ETH             AQ       PRELOAD                                                    SAMPLE:
Number: 87                       G005, G105

                                                            SKIP:
   ITERS:                        RANGE:
                                 QXQ:                                                        INSTRUCTIONS:

================================================================================================================

P_HEARIMP               AQ       PRELOAD                                                    SAMPLE:
Number: 88                       G16A

                                                            SKIP:
   ITERS:                        RANGE:
                                 QXQ:                                                        INSTRUCTIONS:

================================================================================================================

P_SPEACH_DISABL         AQ       PRELOAD                                                    SAMPLE:
Number: 89                       G16B

                                                            SKIP:
   ITERS:                        RANGE:
                                 QXQ:                                                        INSTRUCTIONS:

================================================================================================================

P_ORTHMOBI              AQ       PRELOAD                                                    SAMPLE:
Number: 90                       G16C

                                                            SKIP:
   ITERS:                        RANGE:
                                 QXQ:                                                        INSTRUCTIONS:

================================================================================================================

P_VISION                AQ       PRELOAD                                                    SAMPLE:
Number: 91                       G16E

                                                            SKIP:
   ITERS:                        RANGE:
                                 QXQ:                                                        INSTRUCTIONS:

================================================================================================================

P_DISABS                AQ       PRELOAD                                                    SAMPLE:
Number: 92                       G16D, G16F

                                                            SKIP:
   ITERS:                        RANGE:
                                 QXQ:                                                        INSTRUCTIONS:

================================================================================================================

P_H004_FATHER_EDULEVEL  AQ       PRELOAD                                                    SAMPLE:
Number: 93                       H004

                                                            SKIP:
   ITERS:                        RANGE:
                                 QXQ:                                                        INSTRUCTIONS:

================================================================================================================
```

```
P_H04B_MOTHER_EDULEVEL    AQ    PRELOAD                              SAMPLE:
Number: 94                      H04B

                                                                    SKIP:
      ITERS:                    RANGE:
                                QXQ:                                 INSTRUCTIONS:

====================================================================================================================================

P_PARENT_FIRST_NAME       AQ    PRELOAD                              SAMPLE:
Number: 95                      K006, KY06

                                                                    SKIP:
      ITERS:                    RANGE:
                                QXQ:                                 INSTRUCTIONS:

====================================================================================================================================

P_PARENT_MIDDLE_NAME      AQ    PRELOAD                              SAMPLE:
Number: 96                      K007, KY07

                                                                    SKIP:
      ITERS:                    RANGE:
                                QXQ:                                 INSTRUCTIONS:

====================================================================================================================================

P_PARENT_LAST_NAME        AQ    PRELOAD                              SAMPLE:
Number: 97                      K008, KY08

                                                                    SKIP:
      ITERS:                    RANGE:
                                QXQ:                                 INSTRUCTIONS:

====================================================================================================================================

P_INTERVIEW_DATE          AQ    PRELOAD                              SAMPLE:
Number: 98                      CDAT

                                                                    SKIP:
      ITERS:                    RANGE:
                                QXQ:                                 INSTRUCTIONS:

====================================================================================================================================

P_INTERVIEW_DATE_MM       AQ    PRELOAD                              SAMPLE:
Number: 99                      CDAT

                                                                    SKIP:
      ITERS:                    RANGE:
                                QXQ:                                 INSTRUCTIONS:

====================================================================================================================================

P_INTERVIEW_DATE_YY       AQ    PRELOAD                              SAMPLE:
Number: 100                     CDAT

                                                                    SKIP:
      ITERS:                    RANGE:
                                QXQ:                                 INSTRUCTIONS:

====================================================================================================================================

P_MARIT_STATUS            AQ    PRELOAD                              SAMPLE:
Number: 101                     D001

                                                                    SKIP:
      ITERS:                    RANGE:
                                QXQ:                                 INSTRUCTIONS:

====================================================================================================================================
```

```
P_NAME                    AQ    PRELOAD                                      SAMPLE:
Number: 102                     ABT CADE

                                                                            SKIP:
     ITERS:                     RANGE:
                                QXQ:                                        INSTRUCTIONS:

=================================================================================================

     P_ADDRESS_CURRENT1       AQ    PRELOAD                                  SAMPLE:
     Number: 103                    JG43, J044

                                                                            SKIP:
     ITERS:                     RANGE:
                                QXQ:                                        INSTRUCTIONS:

=================================================================================================

     P_ADDRESS_CURRENT2       AQ    PRELOAD                                  SAMPLE:
     Number: 104                    JG43, JJ44

                                                                            SKIP:
     ITERS:                     RANGE:
                                QXQ:                                        INSTRUCTIONS:

=================================================================================================

     P_CITY_CURRENT           AQ    PRELOAD                                  SAMPLE:
     Number: 105                    JG43, JO45

                                                                            SKIP:
     ITERS:                     RANGE:
                                QXQ:                                        INSTRUCTIONS:

=================================================================================================

     P_STATE_CURRENT          AQ    PRELOAD                                  SAMPLE:
     Number: 106                    JG43, JO46

                                                                            SKIP:
     ITERS:                     RANGE:
                                QXQ:                                        INSTRUCTIONS:

=================================================================================================

     P_ZIP_CURRENT            AQ    PRELOAD                                  SAMPLE:
     Number: 107                    JG43, JO48

                                                                            SKIP:
     ITERS:                     RANGE:
                                QXQ:                                        INSTRUCTIONS:

=================================================================================================

     P_FNAME_PARENT2          AQ    PRELOAD                                  SAMPLE:
     Number: 108                    KY06

                                                                            SKIP:
     ITERS:                     RANGE:
                                QXQ:                                        INSTRUCTIONS:

=================================================================================================

     P_MNAME_PARENT2          AQ    PRELOAD                                  SAMPLE:
     Number: 109                    KY07

                                                                            SKIP:
     ITERS:                     RANGE:
                                QXQ:                                        INSTRUCTIONS:

=================================================================================================
```

```
P_LNAME_PARENT2          AQ    PRELOAD                                          SAMPLE:
Number: 110                    KY08

                                                              SKIP:
   ITERS:                       RANGE:
                                QXQ:                          INSTRUCTIONS:

================================================================================================================

   P_ADDRESS_PARENT1 AQ Number:   PRELOAD                                       SAMPLE:
   111

                                                              SKIP:
   ITERS:                       RANGE:
                                QXQ:                          INSTRUCTIONS:

================================================================================================================

   P_ADDRESS_PARENT1 AQ Number:   PRELOAD                                       SAMPLE:
   112                          KZ210

                                                              SKIP:
   ITERS:                       RANGE:
                                QXQ:                          INSTRUCTIONS:

================================================================================================================

   P_CITY_PARENT1           AQ    PRELOAD                                       SAMPLE:
   Number: 113                    K011, KY11

                                                              SKIP:
   ITERS:                       RANGE:
                                QXQ:                          INSTRUCTIONS:

================================================================================================================

   P_STATE_PARENT1          AQ    PRELOAD                                       SAMPLE:
   Number: 114                    KO12, KY12

                                                              SKIP:
   ITERS:                       RANGE:
                                QXQ:                          INSTRUCTIONS:

================================================================================================================

   P_ZIP_PARENT1            AQ    PRELOAD                                       SAMPLE:
   Number: 115                    KO13, KY13

                                                              SKIP:
   ITERS:                       RANGE:
                                QXQ:                          INSTRUCTIONS:

================================================================================================================

   P_ARECODE_PARENT1        AQ    PRELOAD                                       SAMPLE:
   Number: 116                    KO14, KO15, KY14, KY15

                                                              SKIP:
   ITERS:                       RANGE:
                                QXQ:                          INSTRUCTIONS:

================================================================================================================

   P_PHONE1_PARENT1         AQ    PRELOAD                                       SAMPLE:
   Number: 117                    KO14, KO15, KY14, KY15

                                                              SKIP:
   ITERS:                       RANGE:
                                QXQ:                          INSTRUCTIONS:

================================================================================================================
```

```
P_PHONE2_PARENT1        AQ      PRELOAD                                          SAMPLE:
Number: 118                     KO14, KO15, KY14, KY15

                                                                                 SKIP:
    ITERS:                      RANGE:
                                QXQ:                                             INSTRUCTIONS:

==================================================================================================================
P_ADDRESS_PARENT2 AQ Number:    PRELOAD                                          SAMPLE:
119                             KA10, KZ10

                                                                                 SKIP:
    ITERS:                      RANGE:
                                QXQ:                                             INSTRUCTIONS:

==================================================================================================================
P_ADDRESS_PARENT2  AQ Number:   PRELOAD                                          SAMPLE:
120

                                                                                 SKIP:
    ITERS:                      RANGE:
                                QXQ:                                             INSTRUCTIONS:

==================================================================================================================
P_CITY_PARENT2  AQ Number: 121  PRELOAD                                          SAMPLE:
                                KY11

                                                                                 SKIP:
    ITERS:                      RANGE:
                                QXQ:                                             INSTRUCTIONS:

==================================================================================================================
P_STATE_PARENT2  AQ Number:     PRELOAD                                          SAMPLE:
122                             KY12

                                                                                 SKIP:
    ITERS:                      RANGE:
                                QXQ:                                             INSTRUCTIONS:

==================================================================================================================
P_ZIP_PARENT2    AQ Number:     PRELOAD                                          SAMPLE:
123                             KY13

                                                                                 SKIP:
    ITERS:                      RANGE:
                                QXQ:                                             INSTRUCTIONS:

==================================================================================================================
P_ARECODE_PARENT2 AQ Number:    PRELOAD                                          SAMPLE:
124                             KY14

                                                                                 SKIP:
    ITERS:                      RANGE:
                                QXQ:                                             INSTRUCTIONS:

==================================================================================================================
P_PHONE1_PARENT2   AQ Number:   PRELOAD                                          SAMPLE:
125                             KY15

                                                                                 SKIP:
    ITERS:                      RANGE:
                                QXQ:                                             INSTRUCTIONS:

==================================================================================================================
```

```
P_PHONE2_PARENT2   AQ Number:    PRELOAD                                      SAMPLE:
126                              NORC CREATED

                                                                  SKIP:
     ITERS:                      RANGE:
                                 QXQ:                              INSTRUCTIONS:

===================================================================================================================
P_STATE_DRIVER_LICENSE   AQ    PRELOAD                                        SAMPLE:
Number: 127                    JO36

                                                                  SKIP:
     ITERS:                      RANGE:
                                 QXQ:                              INSTRUCTIONS:

===================================================================================================================
P_DRIVER_LICENSE         AQ    PRELOAD                                        SAMPLE:
Number: 128                    JO37

                                                                  SKIP:
     ITERS:                      RANGE:
                                 QXQ:                              INSTRUCTIONS:

===================================================================================================================
P_RESP_PHONENUMBER       AQ    PRELOAD                                        SAMPLE:
Number: 129                    ABT CADE

                                                                  SKIP:
     ITERS:                      RANGE:
                                 QXQ:                              INSTRUCTIONS:

===================================================================================================================
P_JOBSTRAT_EX14          AQ    PRELOAD                                        SAMPLE:
Number: 130                    EX14, EJ14a-n

                                                                  SKIP:
     ITERS:                      RANGE:
                                 QXQ:                              INSTRUCTIONS:

===================================================================================================================
P_UNDERGRAD_TOTAL_DEBT   AQ    PRELOAD                                        SAMPLE:
Number: 131                    C111

                                                                  SKIP:
     ITERS:                      RANGE:
                                 QXQ:                              INSTRUCTIONS:

===================================================================================================================
P_SSN_1          AQ Number:    PRELOAD                                        SAMPLE:
132                            K002, K003

                                                                  SKIP:
     ITERS:                      RANGE:
                                 QXQ:                              INSTRUCTIONS:

===================================================================================================================
P_SSN_2          AQ Number:    PRELOAD                                        SAMPLE:
133                            K002, K003

                                                                  SKIP:
     ITERS:                      RANGE:
                                 QXQ:                              INSTRUCTIONS:

===================================================================================================================
```

```
P_SSN_3              AQ Number:    PRELOAD                                                      SAMPLE:
134                                K002, K003

                                                                               SKIP:
   ITERS:                          RANGE:
                                   QXQ:                                         INSTRUCTIONS:

===============================================================================================================================

P_LEARN_DISAB   AQ Number: 135     PRELOAD                                                      SAMPLE:
                                   G16d

                                                                               SKIP:
   ITERS:                          RANGE:
                                   QXQ:                                         INSTRUCTIONS:

===============================================================================================================================

P_PRESIDENT_ELECTION   AQ         PRELOAD                                      SAMPLE:
Number: 136                        G025

                                                                               SKIP:
   ITERS:                          RANGE:
                                   QXQ:                                         INSTRUCTIONS:

===============================================================================================================================

P_CASE_ID           AQ            PRELOAD                                      SAMPLE:
Number: 137                        ZRID, CSID

                                                                               SKIP:
   ITERS:                          RANGE:
                                   QXQ:                                         INSTRUCTIONS:

===============================================================================================================================

CONFIDENTIALITY PLEDGE    AQ      CONFIDENTALITY PLEDGE                        SAMPLE:
Number: 144

                                                                               SKIP:
   ITERS:                          RANGE:
                                   QXQ:                                         INSTRUCTIONS:

===============================================================================================================================

DATE_RECVD_BA                     Our records show that you received your bachelors degree from "SAMPLE SCHOOL"   SAMPLE:
AQ number: 146                    on...
                                  ELSE
                                  When did you receive your bachelors degree from "sample school"?
                                  (INTERVIEWER:  ENTER 88/88 if R HAS NOT GRADUATED FROM LISTED SCHOOL)

                                                                               SKIP: IF "DATE_RECVD_BA" YEAR GREATER THAN 93 OR
                                                                                     "DATE_RECVD_BA" YEAR LESS THAN 92 OR
                                                                                     IF "DATE_RECVD_BA" YEAR EQUAL TO 93 AND
                                                                                     "DATE_RECVD_BA" MONTH GREATER THAN 6
                                                                                     OR "DATE_RECVD_BA" YEAR EQUAL TO 92 AND
                                                                                     "DATE_RECVD_BA" MONTH LESS THAN 7 THEN
                                                                                     GOTO EXQS_BA_WRONG

   ITERS:                          RANGE:
                                   QXQ: If R has not yet received bachelors degree, R is     INSTRUCTIONS: "sample school" EQUAL TO school
                                        ineligible for this study.                                          npsas sampled.

                                                                                             IF NPSAS PRELOAD IS AVAILABLE USE
                                                                                             ALTERNATE QUESTIONS TEXT:
                                                                                             Our records show that you got
                                                                                             your bachelors degree from
                                                                                             "sample
                                                                                             school" on NPSAS PRELOAD DATE.

                                                                                             A215/A315 EQUAL TO COMPLETED
                                                                                             REQUIREMENTS FOR BA

===============================================================================================================================
```

```
HS_GRAD_YR                          When did you get your high school diploma or certificate?        SAMPLE: ASK IF MISSING FROM NPSAS
AQ number: 147

                                                                                                     SKIP:
      ITERS:                        RANGE: 1/12, 10/92
                                    QXQ: Certificate refers to GED - General Education               INSTRUCTIONS: Date entered must be less than
                                         Development Certification.                                                 DATE_RECVD_BA
                                         Persons without a high school diploma may take an
                                         examination to obtain a GED, allowing them to
                                         pursue postsecondary education (without actually
                                         having their high school diploma).  This may also
                                         be accomplished by similar types of certificates
                                         that vary state.
=====================================================================================================================================================

DATE_BEGAN_COLL                     After high school, when did you first enroll in a course offered by a college or   SAMPLE: ASK IF MISSING FROM NPSAS
AQ number: 149                      other postsecondary institution?

                                                                                                     SKIP:
      ITERS:                        RANGE: 1/12, 10/93
                                    QXQ: "Enroll in a course" means when did R begin the             INSTRUCTIONS: Date entered must be less than
                                         course and not when did the course actually begin                         DATE_RECVD_BA
                                         meeting.  If R began a course in October and the
                                         course began meeting in September, enter October
                                         for the month of enrollment.

                                         Any courses after high school is post-secondary
                                         education.
=====================================================================================================================================================

UNDERGRAD_MAJOR                     What was your major at "SAMPLE SCHOOL"?                           SAMPLE: ASK IF MISSING FROM NPSAS
AQ number: 150                      (INTERVIEWER: PRESS ENTER AND RECORD VERBATIM. DO NOT USE ABBREVIATIONS.)

                                                                                                     SKIP: IF UNDERGRAD_MAJOR EQUAL TO (dk,ref) THEN
                                                                                                           GOTO GPA_SCALE
      ITERS:                        RANGE:
                                    QXQ: Major: Principal field of academic study chosen by          INSTRUCTIONS: If respondent mentions a double
                                         student in a college (for example, biology,                                major, allow interviewer to enter
                                         physics, sociology, English literature.)                                   coding program twice.

                                         If R has a double major, enter the first major
                                         mentioned her.  Do not put both majors in the
                                         verbatim and code only one.  Once the first major
                                         is coded, the program will allow you to then enter
                                         the second major and code it.  Both majors of a
                                         double major must be coded.
=====================================================================================================================================================

UNDERGRAD_MAJORC                    (INTERVIEWER:  SELECT APPROPRIATE CODE FROM ONLINE CODING PROGRAM)   SAMPLE:
AQ number: 151

                                                                                                     SKIP:
      ITERS:                        RANGE:
                                    QXQ: No Q X Q needed.                                             INSTRUCTIONS:

=====================================================================================================================================================

GPA_SCALE   AQ NUMBER: 153          What type of grading scale was used at SAMPLESCHOOL?  Was it a 4, 5, 10, or 100   SAMPLE: ASK IF MISSING FROM NPSAS
                                    point scale? (What was the highest G.P.A. at your school?)

                                    1 4 POINT SCALE                                                   SKIP: IF GPA_SCALE EQUAL TO 5 THEN GOTO GPA_MAJOR2
                                    2 5 POINT SCALE
                                    3 10 POINT SCALE
                                    4 100 POINT SCALE
                                    5 OTHER TYPE OF SCALE
      ITERS:                        RANGE:
                                    QXQ: This question refers to the grade scale used to             INSTRUCTIONS:
                                         determine the grade point average (GPA).  GPA is
                                         the average grade earned by a student determined
                                         by dividing the total grade points earned by the
                                         number of course credits attempted.
=====================================================================================================================================================
```

```
GPA_MAJOR                     What was your grade point average (GPA) in your major at "SAMPLE SCHOOL"      SAMPLE: ASK IF MISSING FROM NPSAS
AQ number: 154                (INTERVIEWER: CODE ACTUAL NUMBER WITH DECIMAL POINT. IF R SAYS SCHOOL HAD NO
                              GRADES OR ALL COURSES WERE PASS/FAIL, THEN CODE 888.8.

                                                                                                            SKIP: IF GPA_MAJOR EQUAL TO dk,ref GOTO GPA_MAJOR2.
                                                                                                                  IF GPA_MAJOR EQUAL TO 888.8 THEN GOTO
                                                                                                                  UNDERGRAD_GPA
     ITERS:                   RANGE: 0.0/99.99, 888.8
                              QXQ: Grade Point Average (GPA): The average grade                             INSTRUCTIONS:
                                   earned by a student  determined by dividing the
                                   total  grade points earned by the number of course
                                   credits attempted.

                                   Major:  Principal field of academic study chosen
                                   by a student in a college (for example, biology,
                                   physics, sociology, English literature).
==================================================================================================================================================

GPA_MAJOR2                    Were your grades in your major at "SAMPLE SCHOOL" :                            SAMPLE:
AQ number: 155

                              1 Mostly "A's"                                                                SKIP: IF GPA_SCALE EQUAL TO 5 THEN GOTO
                              2 A's and B's                                                                               UNDERGRAD_GPA2
                              3 Mostly B's
                              4 B's and C's
                              5 Mostly C's
                              6 C's and D's
                              7 Or mostly D's?
     ITERS:                   RANGE:
                              QXQ: Major: Principal field of academic study chosen by                       INSTRUCTIONS:
                                   a student in a college (for example, biology,
                                   physics, sociology, English literature).
==================================================================================================================================================

UNDERGRAD_GPA                 What was your cumulative grade point average (GPA) at "SAMPLE SCHOOL"?         SAMPLE: ASK IF MISSING FROM NPSAS
AQ number: 156                (INTERVIEWER: CODE ACTUAL NUMBER WITH DECIMAL POINT. IF R SAYS SCHOOL HAD NO
                              GRADES OR ALL COURSES WERE PASS/FAIL, THEN CODE 888.8.)

                                                                                                            SKIP: IF UNDERGRAD_GPA EQUAL TO DK, REF GOTO
                                                                                                                  UNDERGRAD_GPA2.  IF UNDERGRAD_GPA EQUAL TO
                                                                                                                  888.8 THEN GOTO ANY_OTHER_DEGREE.
     ITERS:                   RANGE: 0.0/99.99, 888.8
                              QXQ: Cumulative GPA: The cumulative average grade                             INSTRUCTIONS:
                                   earned by a student determined by dividing the
                                   cumulative grade points earned from all courses
                                   taken at a given school, by the number of course
                                   credits attempted at that school during R's
                                   college career.
==================================================================================================================================================

UNDERGRAD_GPA2                Considering all the courses you took at "SAMPLE SCHOOL", would you say your grades  SAMPLE:
AQ number: 157                were:

                              1 Mostly "A's"                                                                SKIP:
                              2 A's and B's
                              3 Mostly B's
                              4 B's and C's
                              5 Mostly C's
                              6 C's and D's
                              7 Or mostly D's?
     ITERS:                   RANGE:
                              QXQ: No Q x Q needed.                                                          INSTRUCTIONS:

==================================================================================================================================================
```

```
ANY_OTHER_DEGREES          Before receiving your Bachelors degree did you earn any degrees, licenses or      SAMPLE: ASK IF MISSING FROM NPSAS
AQ number: 158             certificates other than your high school diploma?

                           1 YES                                                                              SKIP: IF ANY_OTHER_DEGREES EQUAL TO (2,DK,R) THEN
                           2 NO                                                                               GOTO ANY_OTHER_SCHOOL1
ITERS: 1                   RANGE:
                           QXQ: Degree: academic title given by a  university to a                           INSTRUCTIONS:
                                student who has completed a course of study
                                (example: Bachelors of Fine Arts, Masters of
                                Business Administration, Doctor of Dental
                                Surgery.)

                                License: official or legal permission to do
                                something specific. (example: hairdressing,
                                practical nursing, flying).

                                Certificate:  document certifying that a person
                                may officially practice in certain professions.
                                (example, a certified public accountant (CPA).)
=================================================================================================================================================

ANY_DEGREES_N  AQ NUMBER: 159   How many degrees, licenses, or certificates have you earned?                  SAMPLE:

                                                                                                              SKIP:
ITERS: 1                   RANGE: 1/19
                           QXQ: Degree: an academic title given by a college or                              INSTRUCTIONS:
                                university to a student who has completed a course
                                of study (example: Bachelors of Fine Arts, masters
                                of Business Administration, Doctor of Dental
                                Surgery.
                                License: an official or legal permission to do
                                something specific (example: hairdressing,
                                practical nursing, flying).

                                Certificate: a document certifying that a person
                                may officially practice in certain professions
                                (example: a certified public accountant (CPA)).
=================================================================================================================================================
```

OTHER_DEGREE(N)
AQ number: 161

(Now I am going to ask you about the 4 most recent degrees and licenses you have earned) What kind of degree, license or certificate was the first/next one? (Please start with the most recent).

SAMPLE: COUNTER EQUAL TO ANY_DEGREES_N(MAX EQUAL TO 4), loop

1 ASSOCIATE'S DEGREE
2 BACHELOR'S DEGREE
3 POST-BACCALAUREATE CERTIFICATE
4 MASTER'S DEGREE (MA, MS, MBA, ETC.)
5 DOCTORAL DEGREE (PH.D., ED.D. D.P.H., ETC.)
6 FIRST PROFESSIONAL DEGREE (M.D., J.D., D.D.S., O.D.)
7 OTHER CERTIFICATE/LICENSE

SKIP: IF OTHER_DEGREE(N) EQUAL TO (DK,R) THEN GOTO ANY_OTHER_SCHOOL

ITERS: 4

RANGE:

QXQ: Code highest degree if more than one degree
   exists

INSTRUCTIONS: INSERT PREAMBLE IF ANY_DEGREEES_N IS GREATER THAN 4

Associate's degree: degree signifying the completion of 2 year program offered by college.

License: official or legal permission to do something specific, (example: hairdressing, practical nursing, flying.)

Certificate: document certifying that a person may officially practice in certain professions. (example: a certified public accountant (CPA).)

Examples of Masters's Degrees:
Master of Arts (MA)
Master of Science (MS)
Master of Business Administration (MBA)
Master of Fine Arts (MFA)

Examples of Doctoral Degrees:
Doctor of Philosophy (PH.D)
Doctor of Education (ED.D)

First Professional Degrees:
MUST BE ONE OF THE FOLLOWING:
        Chiropractic (DC or DCM)
        Dentistry (DDS or DMD)
        Medicine (MD)
        Law (LLB, JD)
        Optometry (OD)
        Osteopathic Medicine (DO)
        Pharmacy (D.Pharm)
        Podiatry (Pod.D. or DP)
        Veterinary Medicine (DVM)
        Theology (M.Div or MHL or BD)

NOTE: Professional degrees do not include degrees in cosmetology, truck driving, radio or refrigerator repair, et cetera.

===

YR_OTHER_DEGREE_(N)
AQ number: 162

(INTERVIEWER: FOR EACH DEGREE) What year did you get that "OTHER_DEGREE(N)"?

SAMPLE:

SKIP:

ITERS: 4

RANGE: 10/94
QXQ: No Q x Q needed.

INSTRUCTIONS: loop / "insert" EQUAL TO name of degree from "OTHER_DEGREE(N)"

===

```
ANY_OTHER_SCHOOL1          Our records indicate that you also attended "P_OTHER_SCHOOL_NAMES" as an       SAMPLE: ASK IF MISSING OR MORE THAN 1 SCHOOL
AQ number: 174             undergraduate as well as "SAMPLESCHOOL". Is this correct?                      ATTENDED

                           1 YES                                                                                  SKIP: IF 1 AND SCHOOLS ARE LISTED GOTO
                           2 NO                                                                                         OTHERSCHOOL_DEGREE(N)
                                                                                                            IF 2 GOTO ANY_OTHER_SCHOOL
ITERS: 8                   RANGE:
                           QXQ: If R registered for a course, attended some of the                   INSTRUCTIONS: P_OTHER_SCHOOL_NAMES EQUAL TO
                                classes but did not complete the course, R                                          PRELOADED NAMES OF SCHOOLS FROM NPSAS
                                attended that school. If R registered for a course
                                but withdrew before classes began, R did not
                                attend school.
=============================================================================================================================================

OTHERSCHOOL_DEGREE(N)      What type of degree program were you enrolled in at "P_OTHER_SCHOOL_NAMES"?    SAMPLE:
AQ number: 175             CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED

                           1 ASSOCIATE'S DEGREE                                                           SKIP:
                           2 BACHELOR'S DEGREE
                           3 POST-BACCALAUREATE CERTIFICATE
                           4 MASTER'S DEGREE (MA, MS, MBA, ETC.)
                           5 DOCTORAL DEGREE (PH.D., ED.D. D.P.H., ETC.)
                           6 FIRST PROFESSIONAL DEGREE (M.D., J.D., D.D.S., O.D.)
                           7 OTHER CERTIFICATE/LICENSE
                           8 NON-DEGREE PROGRAM
ITERS: 8                   RANGE:
                           QXQ: Associate's degree: degree signifying the                               INSTRUCTIONS:
                                completion of 2 year program offered by college.

                                License:  official or legal permission to do
                                something specific, (example: hairdressing,
                                practical nursing, flying.)

                                Certificate:  document certifying that a person
                                may officially practice in certain professions.
                                (example: a certified public accountant (CPA).)

                                Examples of Masters's Degrees:
                                Master of Arts (MA)
                                Master of Science (MS)
                                Master of Business Administration (MBA)
                                Master of Fine Arts (MFA)

                                Examples of Doctoral Degrees:
                                Doctor of Philosophy (PH.D)
                                Doctor of Education (ED.D)

                                First Professional Degrees:
                                MUST BE ONE OF THE FOLLOWING:
                                     Chiropractic (DC or DCM)
                                     Dentistry (DDS or DMD)
                                     Medicine (MD)
                                     Law (LLB, JD)
                                     Optometry (OD)
                                     Osteopathic Medicine (DO)
                                     Pharmacy (D.Pharm)
                                     Podiatry (Pod.D. or DP)
                                     Veterinary Medicine (DVM)
                                     Theology (M.Div or MHL or BD)

                                NOTE: Professional degrees do not include degrees
                                in cosmetology, truck driving, radio or
                                refrigerator repair, et cetera.
=============================================================================================================================================
```

ANY_OTHER_SCHOOL2   Did you attend any other undergraduate schools prior to earning your bachelor's   SAMPLE:
AQ number: 177   degree at "SAMPLESCHOOL" or any other school you have mentioned?

                      1 YES   SKIP: IF ANY_OTHER_SCHOOL EQUAL TO 2, DK, R THEN
                      2 NO   GOTO GRECONFIRM
ITERS: 5   RANGE:
                      QXQ: If R registered for a course, attended some of the   INSTRUCTIONS:
                          classes but did not complete the course, R
                          attended that school. If R registered for a course
                          but withdrew before classes began, R did not
                          attend school.

                          Classes taken during summer session at a non-
                          sample school should be included.
===

OTHER_SCHOOL_N AQ NUMBER: 178 How many other undergraduate schools did you attend?   SAMPLE:

                                                               SKIP: IF OTHER_SCHOOL_N EQUAL TO DK or R THEN GOTO
                                                               GRECONFIRM
ITERS: 5   RANGE: 1/10
                      QXQ: If R registered for a course, attended some of the   INSTRUCTIONS:
                          classes but did not complete the course, R
                          attended that school. If R registered for a course
                          but withdrew before classes began, R did not
                          attend school.
===

OTHSCHOOL(NAME)   In what state is the first school located? In what city is this school located?   SAMPLE: PREAMBLE SCREEN FOR THE CODING PROGRAM
AQ number: 180   And what was the name of that school?
                      (INTERVIEWER: GO TO THE NEXT SCREEN AND CONFIRM NAME WITH RESPONDENT)

                                                               SKIP:
ITERS: 5   RANGE:
                      QXQ: No Q x Q needed.   INSTRUCTIONS: insert other IPEDS variables from
                                                                   online coding
                                                                  program
===

TYPEINST_OTHSCHOOL(N)   What type of institution is "OTHSCHOOL"?   Is it...   SAMPLE: USE ONLY IF CODING PROGRAM FAILS OR
AQ number: 188   RETURNS A MISSING

                      1 Public, 4-year or above   SKIP:
                      2 Private nonprofit, 4-year or above
                      3 Private for-profit, 4-year or above
                      4 Public, 2-year
                      5 Private nonprofit, 2-year
                      6 Private for-profit, 2-year
                      7 Public, less than 2-year
                      8 Private nonprofit, Less than 2-year
                      9 Private for-profit, Less than 2-year
ITERS: 5   RANGE:
                      QXQ: No Q x Q needed.   INSTRUCTIONS: insert other IPEDS variables from
                                                                   online coding
                                                                  program
===

OTHSCHOOL_BEGAN(1)   When did you first begin attending "OTHSCHOOL(N)"?   SAMPLE:
AQ number: 189

                                                                  SKIP:
ITERS: 5   RANGE: 1/12, 10/94
                      QXQ: Enter date R first started taking classes at that   INSTRUCTIONS:
                          school after completing high school.
===

```
OTHSCHOOL_END(N)                    When did you last attend "othschool(n)"?                              SAMPLE:
AQ number: 191                      CODE 96/96 IF STILL ATTENDING

                                                                                                         SKIP:
    ITERS: 5                        RANGE: 1/12, 10/94, 96
                                    QXQ: Enter either the date of the last class or the                  INSTRUCTIONS:
                                         last exam, whichever is later. Ignore any gaps in
                                         attendence at this school.
=================================================================================================================================

OTHSCHOOL_DEGREE(N)                 What type of degree program were you enrolled in at  "OTHSCHOOL(N)"?  SAMPLE:
AQ number: 193                      CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED

                                    1 ASSOCIATE'S DEGREE                                                  SKIP:
                                    2 BACHELOR'S DEGREE
                                    3 POST-BACCALAUREATE CERTIFICATE
                                    4 MASTER'S DEGREE (MA, MS, MBA, ETC.)
                                    5 DOCTORAL DEGREE (PH.D, ED.D, D.P.H., ETC.)
                                    6 FIRST PROFESSIONAL DEGREE (M.D., J.D., D.D.S., O.D.)
                                    7 OTHER CERTIFICATE/LICENSE
                                    8 NON-DEGREE PROGRAM
    ITERS: 5                        RANGE:
                                    QXQ: Associate's degree: degree signifying the                       INSTRUCTIONS:
                                         completion of 2 year program offered by college.

                                         License:  official or legal permission to do
                                         something specific, (example: hairdressing,
                                         practical nursing, flying.)

                                         Certificate:  document certifying that a person
                                         may officially practice in certain professions.
                                         (example: a certified public accountant (CPA).)

                                         Examples of Masters's Degrees:
                                         Master of Arts (MA)
                                         Master of Science (MS)
                                         Master of Business Administration (MBA)
                                         Master of Fine Arts (MFA)

                                         Examples of Doctoral Degrees:
                                         Doctor of Philosophy (PH.D)
                                         Doctor of Education (ED.D)

                                         First Professional Degrees:
                                         MUST BE ONE OF THE FOLLOWING:
                                              Chiropractic (DC or DCM)
                                              Dentistry (DDS or DMD)
                                              Medicine (MD)
                                              Law (LLB, JD)
                                              Optometry (OD)
                                              Osteopathic Medicine (DO)
                                              Pharmacy (D.Pharm)
                                              Podiatry (Pod.D. or DP)
                                              Veterinary Medicine (DVM)
                                              Theology (M.Div or MHL or BD)

                                         NOTE: Professional degrees do not include degrees
                                         in cosmetology, truck driving, radio or
                                         refrigerator repair, et cetera.
=================================================================================================================================

GRECONFIRM  AQ number 195           Have you ever taken the regular Graduate Record Exam (GRE)?          SAMPLE:

                                    1 YES                                                                 SKIP: IF NO, REF or DK THEN GOTO
                                    2 NO                                                                  ANY_EXAMS_TAKEN
    ITERS:                          RANGE:
                                    QXQ: The advanced GREs are tests of particular subjects              INSTRUCTIONS:
                                         (such as history, English literature, and geology)
                                         while the regular GRE is a general exam testing
                                         verbal, analytical, and quantitative knowledge.
=================================================================================================================================
```

GRESCORE AQ Number 196   When did you last take the test?...What was your score on the quantitative   SAMPLE:
                                 section?...on the verbal section?...on the analytical section?
                                 (INTERVIEWER: DO NOT ADD THE SCORES. INSERT A TOTAL SCORE ONLY IF R REPORTS A
                                 TOTAL SCORE INSTEAD OF SECTION SCORES)

                                 SECTION   DATE   SCORE
                                 QUANTITATIVE   /   (0/800)
                                 VERBAL   (0/800)
                                 ANALYTICAL   (0/800)
                                 OR TOTAL SCORE   (0/2400)

                                                                                                                SKIP:
ITERS: RANGE: 0/800, 2400, 1/12, 70/94
                                 QXQ: If R reports a to tal score instead of section   INSTRUCTIONS: ALLOW FOR THREE SCORES AND ONE
                                     scores, record that score on the last line and   DATE TO BE RECORDED
                                     enter DK for the section scores.
===

ANY_EXAMS_TAKEN AQ Number: Have you taken any other graduate admissions or national professional licensing   SAMPLE: ASK IF NO PRELOADS FROM NPSAS EXIST FOR
198   exams?   ANY_EXAMS_LIST

                                 1 YES   SKIP: IF ANY_EXAMS_TAKEN EQUAL TO 2 THEN GOTO
                                 2 NO   PROSTATE
ITERS: RANGE:
                                 QXQ: Examples of other graduate admissions exams and   INSTRUCTIONS:
                                     national professional licensing exams are:
                                     Advanced of SUBJECT AREA GRE
                                     Miller Analogies Test (MAT)
                                     Dental Aptitude Test (DAT)
                                     Graduate Management Admissions Test (GMAT)
                                     Law School Admissions Test (LSAT)
                                     Medical College Admissions Test (MCAT)
                                     Veterinary Medicine Aptitude Test (VMAT)
                                     National League of Nursing Graduate Nursing Exam
                                     National Teachers Exam (NTE)
===

ANY_EXAMS_LIST   Please give me the most recent test date and score of any other national graduate   SAMPLE:
AQ number: 199   entrance or professional licensing exams you have taken. DO NOT READ THE LIST OF
                                 EXAMS UNLESS PRELOADED AND THEN CONFIRM WITH R.
                                 (IF THE TEST IS PASS/FAIL, ENTER 9998 FOR FAIL AND 9999 FOR PASS)
                                             DATE   SCORE
                                 ADVANCED OR SUBJECT AREA GRE   /   (0/800)
                                 MILLER ANALOGIES TEST (MAT)
                                            /   (1/100)
                                 DENTAL APTITUDE TEST (DAT)
                                            /   (1/30)
                                 GRADUATE MANAGEMENT ADMISSIONS TEST (GMAT)   /   (200/800)
                                 LAW SCHOOL ADMISSION TEST (LSAT)
                                            /   (120/180)
                                 MEDICAL COLLEGE ADMISSION TEST (MCAT)
                                            /   (3/45)
                                 VETERINARY MEDICINE APTITUDE TEST (VMAT)   /   (0/9990)
                                 NATIONAL LEAGUE OF NURSING GRADUATE NURSING EXAM
                                            /   (0/9900)
                                 NATIONAL TEACHERS EXAM (NTE)
                                            /   (600/695)

                                                                                                                SKIP:
ITERS: RANGE: 0/9900, 9998/9999, 1/12, 70/94
                                 QXQ: The Advanced GRE is also called the Subject Area   INSTRUCTIONS: DATES CAN NOT BE GREATER THAN
                                     GRE.   CURRENT DATE
===

```
PROSTATE  AQ Number: 200        Have you taken any state professional licensing exams?              SAMPLE:

                                1 YES                                                                            SKIP: IF PROSTATE EQUAL TO 2 THEN GOTO OTHER_EXAM
                                2 NO
       ITERS:                   RANGE:
                                QXQ: Examples of state professional licensing exams:               INSTRUCTIONS:
                                    State Teachers Exam
                                    State or local accounting exam
                                    State or local real estate exam
                                    State Bar exam
                                    State Professional Engineering exam
=================================================================================================================================================================

STATELIST                       Which exams did you take?  ...in what state?  ... when did you take that test    SAMPLE:
AQ number: 201                  last? ....What was your score?
                                (IF THE TEST IS PASS/FAIL, ENTER 9998 FOR FAIL AND 9999 FOR PASS)

                                TEST      STATE    DATE      SCORE
                                STATE TEACHERS EXAM
                                                   /          (0/9900)
                                STATE TEACHERS EXAM
                                                   /          (0/9900)
                                STATE TEACHERS EXAM
                                                   /          (0/9900)
                                STATE OR LOCAL ACCOUNTING EXAM
                                                   /          (0/9900)
                                STATE OR LOCAL REAL ESTATE EXAM
                                                   /          (0/9900)
                                STATE BAR EXAM
                                                   /          (0/9900)
                                STATE PROFESSIONAL ENGINNEERING EXAM
                                                   /          (0/9900)

                                                                                                   SKIP:
       ITERS:                   RANGE: 0/9900, 9998/9999, 1/12, 70/94
                                QXQ: No Q x Q needed.                                               INSTRUCTIONS: DATES ENTERED CANNOT BE GREATER
                                                                                                                 THAN CURRENT DATE
=================================================================================================================================================================

OTHER_EXAM                      (Other than the exams we have talked about,) did you take any other graduate     SAMPLE:
AQ number: 229                  entrance or professional licensing exams?
                                1 YES                                                                            SKIP: IF OTHER_EXAM EQUAL TO 2, DK, REF THEN GOTO
                                2 NO                                                                                   DIDAPP
       ITERS:                   RANGE:
                                QXQ: No Q x Q needed.                                               INSTRUCTIONS:

=================================================================================================================================================================

OTHER_EXAM_SP                   What other exam did you take? (SPELL OUT THE ENTIRE EXAM NAME- IF MORE THAN ONE   SAMPLE:
AQ number: 230                  EXAM, RECORD THE NAME OF THE MOST IMPORTANT EXAM)

                                                                                                   SKIP:
       ITERS:                   RANGE:
                                QXQ: Most important exam is defined by the respondent.             INSTRUCTIONS:

=================================================================================================================================================================

DIDAPP                          Now I'd like to ask you a few questions about applications to graduate or        SAMPLE:
AQ number: 231                  professional school...
                                Have you ever applied to graduate or professional school?
                                ELSE
                                According to our records, you applied to graduate or professional schools. Is this
                                correct?

                                1 YES                                                                            SKIP: IF DIDAPP EQUAL TO 2 THEN GOTO WANTAPP
                                2 NO
       ITERS:                   RANGE:
                                QXQ: A graduate or professional school is a school that            INSTRUCTIONS: Insert second reading if
                                    offers Master's degrees, Doctoral degrees or first                          OTHER_DEGREE(N) EQUAL TO 4, 5 or 6
                                    professsional degrees such as JD, MD or DDS.  It
                                    does not include truck driving or bartending
                                    schools.
=================================================================================================================================================================
```

```
WHENAPP   AQ number: 233          When did you first apply to graduate or professional school?          SAMPLE: ASK ONLY IF MISSING FROM NPSAS

                                                                                                         SKIP: GOTO NUMBERAPP(N)

        ITERS:                    RANGE: 1/12, 91/94
                                  QXQ: No Q x Q needed.                                                   INSTRUCTIONS:


==================================================================================================================================

        WANTAPP  AQ NUMBER: 234    Did you consider attending graduate or professional school?            SAMPLE:

                                  1 YES                                                                                    SKIP: IF WANTAPP EQUAL TO 2, REF, DK THEN GOTO
                                  2 NO                                                                                           POSTBAED
        ITERS: 1                  RANGE:
                                  QXQ: A graduate or professional school is one that                     INSTRUCTIONS:
                                      offers Master's degrees, Doctoral degrees or first
                                      professional degrees such as JD, MD or DDS.  It
                                      does not include truck driving or bartending
                                      schools.

==================================================================================================================================

        REASONS_NOT_APP           Why did you decide not to apply to graduate or professional school?     SAMPLE:
        AQ number: 235            CODE PRIMARY REASON ONLY.

                                  1 COST-TOO MUCH UNDERGRAD DEBT                                          SKIP: IF DIDAPP EQUAL TO 2, DK, REF AND
                                  2 COST-TOO MUCH OTHER DEBT                                                    REASONS_NOT_APP IS VALID
                                  3 COST-NOT ENOUGH FINANCIAL AID OR ASSISTANTSHIP                              THEN GOTO POSTBAED
                                  4 COST-COSTS TOO MUCH, NO PAYOFF/PAYBACK, CAN'T AFFORD
                                  5 PERSONAL-WANTED TO TAKE TIME OFF, TIRED OF SCHOOL
                                  6 PERSONAL-FAMILY RESPONSIBILITIES TOO DEMANDING
                                  7 PERSONAL-DON'T LIKE SCHOOL
                                  8 PERSONAL-LOCATION, NO SCHOOL NEARBY IN FIELD
                                  9  WORK-NOT NECESSARY FOR CAREER
                                  10 WORK-HAPPY WITH CURRENT JOB; LIKE WORKING
                                  11 WORK-WANT WORK EXPERIENCE BEFORE ATTENDING
                                  12 WORK-TO SAVE MONEY FOR GRAD SCHOOL
                                  13 WORK-JOB RESPONSIBILITIES TOO DEMANDING
                                  14 ACADEMIC-UNDECIDED ABOUT WHAT TO STUDY
                                  15 ACADEMIC-NEED BETTER GRADES, SCORES
                                  16 ACADEMIC-MISSED APPLICATION/TEST DEADLINE
                                  17 ACADEMIC-GRADUATE SCHOOL IS TOO DIFFICULT
                                  18 OTHER
        ITERS:                    RANGE:
                                  QXQ: No Q x Q needed.                                                   INSTRUCTIONS:
==================================================================================================================================

        NUMBERAPP(N)              How many schools did you apply to for graduate study?                   SAMPLE:
        AQ number: 236

                                                                                                         SKIP:
        ITERS: 1                  RANGE: 1/20
                                  QXQ: No Q x Q needed.                                                   INSTRUCTIONS: IF NUMBERAPP(N) EQUAL TO 1 LOOP
                                                                                                                       ONCE,IF MORE THAN 1 LOOP TWICE

==================================================================================================================================

        ACCEPTAPP   AQ NUMBER: 237    At how many schools were you accepted?                              SAMPLE:

                                                                                                         SKIP:
        ITERS: 1                  RANGE: 0/20
                                  QXQ: No Q x Q needed.                                                   INSTRUCTIONS:

==================================================================================================================================
```

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FILTERAID  AQ Number: 238      Thinking about all of the graduate or professional schools to which you applied,     SAMPLE:
                               did you apply for financial aid at any of those schools?

                               1 YES                                                                                SKIP: IF FILTERAID EQUAL TO 2 THEN GOTO
                               2 NO                                                                                       WHYNOAID(N)
            ITERS:             RANGE:
                               QXQ: Financial aid includes:                                          INSTRUCTIONS:
                                    Tuition waivers
                                    Stipends
                                    Scholarships
                                    Fellowships
                                    Grants
                                    Teaching assistantships
                                    Research assistantships
                                    Loans
                                    Workstudy
===========================================================================================================================================================
            WHYNOAID(N)  AQ number: 239      Why didn't you apply for financial aid?                                SAMPLE:
                                             (INTERVIEWER: CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED)

                               1 FAMILY OR STUDENT COULD AFFORD TO PAY                                              SKIP:
                               2 NOT WILLING TO GO INTO DEBT
                               3 FAMILY INCOME TOO HIGH
                               4 GRADES/TEST SCORES TOO LOW TO QUALIFY
                               5 TOO HARD TO APPLY FOR FINANCIAL ASSISTANCE
                               6 DID NOT WISH TOO DISCLOSE FINANCIAL SITUATION
                               7 INELIGIBLE SINCE PART-TIME STUDENT
                               8 NO AID AVAILABLE
                               9 MISSED DEADLINE
                               10 OTHER
            ITERS:             RANGE:
                               QXQ: No Q x Q needed.                                                  INSTRUCTIONS:

===========================================================================================================================================================
            CONFIRM  AQ Number: 241      According to our records, your first choice to which you applied for graduate or     SAMPLE: ASK ONLY IF FIRST CHOICE GRAD SCHOOL IS
                                         professional school was P_FIRST_CHOICE_GRAD_SCHOOL. Is that correct?                         PRELOADED.

                               1 YES                                                                                SKIP: IF CONFIRM EQUAL TO 1 THEN GOTO
                               2 NO                                                                                       DEGREEAPP(N)_N.
            ITERS: 2           RANGE:
                               QXQ: No Q x Q needed.                                                  INSTRUCTIONS:

===========================================================================================================================================================
            GRADSCHOOL(N)_N             And what school was your (FIRST/SECOND) choice to attend for graduate or     SAMPLE:
            AQ number: 242              professional study?  What state is that in?  In what city? (INTERVIEWER:  GO TO
                                        NEXT SCREEN AND CONFIRM NAME OF SCHOOL WITH RESPONDENT)


                                        IPEDS CODING

                                                                                                     SKIP:
            ITERS: 2           RANGE:
                               QXQ: No Q x Q needed.                                                  INSTRUCTIONS: BEGIN LOOP "INSERT" EQUAL TO FIRST OR
                                                                                                                   SECOND DEPENDING ON NEW LOOP
                                                                                                                   COUNTER
===========================================================================================================================================================
```

```
TYPEINST_GRADSCHOOL(N)_N          What type of institution is GRADSCHOOL(N)_N?  Is it...          SAMPLE: ASK IF NOT PROVIDED BY IPEDS
AQ number: 250

                                  1 Public, 4-year or above                                      SKIP:
                                  2 Private nonprofit, 4-year or above
                                  3 Private for-profit, 4-year or above
                                  4 Public, 2-year
                                  5 Private nonprofit, 2-year
                                  6 Private for-profit, 2-year
                                  7 Public, less than 2-year
                                  8 Private nonprofit, Less than 2-year
                                  9 Private for-profit, Less than 2-year
ITERS: 2                          RANGE:
                                  QXQ: No Q x Q needed.                                           INSTRUCTIONS:


=================================================================================================================================================


DEGREEAPP(N)_N                    What kind of degree program did you apply for at "GRADSCHOOL(N)_N"?   SAMPLE:
AQ number: 251                    CODE ALL THAT APPLY AND THEN INSERT EXIT SCREEN WHEN FINISHED.
                                  1 ASSOCIATE'S DEGREE
                                  2 BACHELOR'S DEGREE
                                  3 POST-BACCALAUREATE CERTIFICATE
                                  4 MASTER'S DEGREE (MA, MS, MBA, ETC.)
                                  5 DOCTORAL DEGREE (PH.D, ED.D, D.P.H., ETC.)
                                  6 FIRST PROFESSIONAL DEGREE (M.D., J.D., D.D.S., O.D.)
                                  7 OTHER CERTIFICATE/LICENSE
                                  8 NON-DEGREE PROGRAM

                                                                                                 SKIP:
ITERS: 2                          RANGE:
                                  QXQ: Associate's degree: degree signifying the                 INSTRUCTIONS:
                                     completion of 2 year program offered by college.

                                     License:  official or legal permission to do
                                     something specific, (example: hairdressing,
                                     practical nursing, flying.)

                                     Certificate:  document certifying that a person
                                     may officially practice in certain professions.
                                     (example: a certified public accountant (CPA).)

                                     Examples of Masters's Degrees:
                                     Master of Arts (MA)
                                     Master of Science (MS)
                                     Master of Business Administration (MBA)
                                     Master of Fine Arts (MFA)

                                     Examples of Doctoral Degrees:
                                     Doctor of Philosophy (PH.D)
                                     Doctor of Education (ED.D)

                                     First Professional Degrees:
                                     MUST BE ONE OF THE FOLLOWING:
                                           Chiropractic (DC or DCM)
                                           Dentistry (DDS or DMD)
                                           Medicine (MD)
                                           Law (LLB, JD)
                                           Optometry (OD)
                                           Osteopathic Medicine (DO)
                                           Pharmacy (D.Pharm)
                                           Podiatry (Pod.D. or DP)
                                           Veterinary Medicine (DVM)
                                           Theology (M.Div or MHL or BD)

                                     NOTE: Professional degrees do not include degrees
                                     in cosmetology, truck driving, radio or
                                     refrigerator repair, et cetera.

=================================================================================================================================================
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```
ACCEPTAPP(N)_N              Were you accepted by "GRADSCHOOL(N)_N"?                    SAMPLE: loop
AQ number: 252

                           1 YES                                                     SKIP: IF ACCEPTAPP(N)_N EQUAL TO 2, 3, dk, ref
                           2 NO                                                             goto 2nd loop
                           3 HAVEN'T HEARD YET/DON'T KNOW
      ITERS: 2             RANGE:
                           QXQ: No Q x Q needed.                                      INSTRUCTIONS:

===================================================================================================================================

OFFERAIDAPP(N)_N           Have you been awarded or offered financial assistance at "GRADSCHOOL(N)_N"?     SAMPLE:
AQ number: 253

                           1 YES                                                     SKIP: ALL RESPONSES GOTO SECOND LOOP
                           2 NO
                           3 HAVEN'T HEARD YET
                           4 DID NOT APPLY
      ITERS: 2             RANGE:
                           QXQ: Financial aid includes:                              INSTRUCTIONS: END OF LOOP
                                     Tuition waivers
                                     Stipends
                                     Scholarships
                                     Fellowships
                                     Grants
                                     Teaching assistantships
                                     Research assistantships
                                     Loans
                                     Work-study jobs

===================================================================================================================================

POSTBAED                   Now I'd like to ask about courses you've taken since receiving your bachelor's   SAMPLE:
AQ number: 255             degree.
                           Have you taken any courses, for credit, offered by a college,  university,
                           technical or vocational school, since graduating from "SAMPLESCHOOL"?

                           1 YES                                                     SKIP: IF POSTBAED EQUAL TO 2, DK ,REF THEN GOTO
                           2 NO                                                            HIGHESTDEGREE
      ITERS:               RANGE:
                           QXQ: Do not include audited courses, non-credit           INSTRUCTIONS:
                                courses, or adult education courses.
                                If R registered for a credit course, attended but
                                did not complete the course, count that course.

===================================================================================================================================

PBASCHOOL(N)               What is the name and location of the (first/second/third) school you attended?   SAMPLE:
AQ number: 257             (INTERVIEWER: RECORD SCHOOL NAME, CITY AND STATE)

                           IPEDS CODING

                                                                                     SKIP:
      ITERS: 3             RANGE:
                           QXQ: Whether a student is considered to be full-time or    INSTRUCTIONS: START OF LOOP
                                part-time is defined by the institution the R
                                attended.

===================================================================================================================================

TYPEINST_PBASCHL(N)        What type of institution is "PBASCHL(N)"?  Is it...        SAMPLE: ASK ONLY IF CODING PROGRAM RETURNS
AQ number: 265                                                                               MISSING VALUE

                           1 Public, 4-year or above                                 SKIP:
                           2 Private nonprofit, 4-year or above
                           3 Private for-profit, 4-year or above
                           4 Public, 2-year
                           5 Private nonprofit, 2-year
                           6 Private for-profit, 2-year
                           7 Public, less than 2-year
                           8 Private nonprofit, Less than 2-year
                           9 Private for-profit, Less than 2-year
      ITERS: 3             RANGE:
                           QXQ: No Q x Q needed.                                      INSTRUCTIONS:

===================================================================================================================================
```

PBASCHL_BEGAN(N)   Refering only to the time after you received your bachelor's degree, did you   SAMPLE:
AQ number: 267   attend "PBASCHOOL(N)" in (1992/1993/1994)?

                                IF NO, ENTER NOT ATTENDING FOR EACH MONTH.

                                IF YES: in what months did you attend full time (ENTER THE MONTH) and in what
                                month did you attend part time?

                                LIST MONTHS JANUARY 1992-DECEMBER 1994 WITH THREE OPTIONS-NOT ATTENDED; FULL TIME;
                                PART TIME. THREE LOOPS, ONE YEAR PER LOOP.

                                                                                               SKIP:
ITERS: 3, 3   RANGE:
                                QXQ: No Q x Q needed.   INSTRUCTIONS: CONVERSATIONAL SCREEN. START
                                                                                                             DATE MUST BE LESS THAN CURRENT
                                                                                                             DATE
===

PBASCHL_DAY(N)   When (do/did) you usually attend classes at "PBASCHOOL(N)"?   SAMPLE:
AQ number: 282

                                1 WEEKDAYS   SKIP:
                                2 WEEKNIGHTS
                                3 WEEKENDS
ITERS: 3   RANGE:
                                QXQ: No Q x Q needed.   INSTRUCTIONS: IF PBASCHL_END(N) EQUAL TO 96/96,
                                                                                                             INSERT DO. ALL OTHERS INSERT DID
===

PBASCHL_PROGRAM(N)   What type of program (WERE/ARE) you enrolled in at PBASCHOOL(N)?   SAMPLE:
AQ number: 283   (CHOOSE DUAL DEGREE PROGRAM IF R IS ENROLLED IN MORE THAN ONE PROGRAM)

                  1 ASSOCIATE'S DEGREE   SKIP: IF PBASCHL_PROGRAM(N) IS NOT EQUAL TO 9
                  2 BACHELOR'S DEGREE   THEN GOTO PBASCHOOL_LEVEL(N)
                  3 POST-BACCALAUREATE CERTIFICATE
                  4 MASTER'S DEGREE (MA, MS, MBA, ETC.)
                  5 DOCTORAL DEGREE (PH.D, ED.D, D.P.H., ETC.)
                  6 FIRST PROFESSIONAL DEGREE (M.D., J.D., D.D.S., O.D.)
                  7 OTHER CERTIFICATE/LICENSE
                  8 NONDEGREE PROGRAM
                  9 DUAL DEGREE PROGRAM
ITERS: 3   RANGE:
                  QXQ: Associate's degree: degree signifying the   INSTRUCTIONS: IF PBASCHL_DATES(N) EQUAL TO 96/96,
                      completion of 2 year program offered by college.   insert ARE. All other dates,
                                                                                                           insert WERE.

                      License: official or legal permission to do
                      something specific, (example: hairdressing,
                      practical nursing, flying.)

                      Certificate: document certifying that a person
                      may officially practice in certain professions.
                      (example: a certified public accountant (CPA).)

                      Examples of Masters's Degrees:
                      Master of Arts (MA)
                      Master of Science (MS)
                      Master of Business Administration (MBA)
                      Master of Fine Arts (MFA)

                      Examples of Doctoral Degrees:
                      Doctor of Philosophy (PH.D)
                      Doctor of Education (ED.D)

                      First Professional Degrees:
                      MUST BE ONE OF THE FOLLOWING:
                            Chiropractic (DC or DCM)
                            Dentistry (DDS or DMD)
                            Medicine (MD)
                            Law (LLB, JD)
                            Optometry (OD)
                            Osteopathic Medicine (DO)
                            Pharmacy (D.Pharm)
                            Podiatry (Pod.D. or DP)
                            Veterinary Medicine (DVM)
                            Theology (M.Div or MHL or BD)

                      NOTE: Professional degrees do not include degrees
                      in cosmetology, truck driving, radio or
                      refrigerator repair, et cetera.

===

PBASCHOOL_LEVEL(N)   What level (are/were) the courses you are taking at "PBASCHOOL(N)"?   SAMPLE: ASK ONLY IF PBASCHL_PROGRAM(N) EQUAL TO
AQ number: 284   7 or 8

                  1 Graduate   SKIP: GOTO PBASCHL_WHY
                  2 Undergraduate
                  3 Combined Graduate/Undergraduate
                  4 Other
ITERS: 3   RANGE:
                  QXQ: No QXQ needed.   INSTRUCTIONS: if pbaschl_dates(n) EQUAL TO 9696
                                                                                                           then "insert"="Are"; else
                                                                                                           "insert"="Were"

===

PBASCHL_DEGR2(N) AQ Number: What (IS/WAS) the first type of program (ARE/WERE) you enrolled in at   SAMPLE:
286   PBASCHOOL(N)?

                                1 ASSOCIATE'S DEGREE   SKIP:
                                2 BACHELOR'S DEGREE
                                3 POST-BACCALAUREATE CERTIFICATE
                                4 MASTER'S DEGREE (MA, MS, MBA, ETC.)
                                5 DOCTORAL DEGREE (PH.D, ED.D, D.P.H., ETC.)
                                6 FIRST PROFESSIONAL DEGREE (M.D., J.D., D.D.S., O.D.)
                                7 OTHER CERTIFICATE/LICENSE
                                8 NONDEGREE PROGRAM
ITERS: 3   RANGE:
                                QXQ: Associate's degree: degree signifying the   INSTRUCTIONS:
                                     completion of 2 year program offered by college.

                                     License: official or legal permission to do
                                     something specific, (example: hairdressing,
                                     practical nursing, flying.)

                                     Certificate: document certifying that a person
                                     may officially practice in certain professions.
                                     (example: a certified public accountant (CPA).)

                                     Examples of Masters's Degrees:
                                     Master of Arts (MA)
                                     Master of Science (MS)
                                     Master of Business Administration (MBA)
                                     Master of Fine Arts (MFA)

                                     Examples of Doctoral Degrees:
                                     Doctor of Philosophy (PH.D)
                                     Doctor of Education (ED.D)

                                     First Professional Degrees:
                                     MUST BE ONE OF THE FOLLOWING:
                                            Chiropractic (DC or DCM)
                                            Dentistry (DDS or DMD)
                                            Medicine (MD)
                                            Law (LLB, JD)
                                            Optometry (OD)
                                            Osteopathic Medicine (DO)
                                            Pharmacy (D.Pharm)
                                            Podiatry (Pod.D. or DP)
                                            Veterinary Medicine (DVM)
                                            Theology (M.Div or MHL or BD)

                                     NOTE: Professional degrees do not include degrees
                                     in cosmetology, truck driving, radio or
                                     refrigerator repair, et cetera.

PBASCHL_DEGR3(N) AQ Number: What (IS/WAS) the second type of program (ARE/WERE) you enrolled in at   SAMPLE:
286   PBASCHOOL(N)?

                                1 ASSOCIATE'S DEGREE   SKIP:
                                2 BACHELOR'S DEGREE
                                3 POST-BACCALAUREATE CERTIFICATE
                                4 MASTER'S DEGREE (MA, MS, MBA, ETC.)
                                5 DOCTORAL DEGREE (PH.D, ED.D, D.P.H., ETC.)
                                6 FIRST PROFESSIONAL DEGREE (M.D., J.D., D.D.S., O.D.)
                                7 OTHER CERTIFICATE/LICENSE
                                8 NONDEGREE PROGRAM
ITERS: 3   RANGE:
                                QXQ: Associate's degree: degree signifying the   INSTRUCTIONS:
                                     completion of 2 year program offered by college.

                                     License: official or legal permission to do
                                     something specific, (example: hairdressing,
                                     practical nursing, flying.)

                                     Certificate: document certifying that a person
                                     may officially practice in certain professions.
                                     (example: a certified public accountant (CPA).)

                                     Examples of Masters's Degrees:
                                     Master of Arts (MA)
                                     Master of Science (MS)
                                     Master of Business Administration (MBA)
                                     Master of Fine Arts (MFA)

                                     Examples of Doctoral Degrees:

```
                    Doctor of Philosophy (PH.D)
                    Doctor of Education (ED.D)

                       First Professional Degrees:
                    MUST BE ONE OF THE FOLLOWING:
                       Chiropractic (DC or DCM)
                       Dentistry (DDS or DMD)
                       Medicine (MD)
                       Law (LLB, JD)
                       Optometry (OD)
                       Osteopathic Medicine (DO)
                       Pharmacy (D.Pharm)
                       Podiatry (Pod.D. or DP)
                       Veterinary Medicine (DVM)
                       Theology (M.Div or MHL or BD)

                    NOTE: Professional degrees do not include degrees
                    in cosmetology, truck driving, radio or
                    refrigerator repair, et cetera.
```

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```
PBASCHL_MAJ2(N)  AQ Number:       What (IS/WAS) your major field of study in this program?            SAMPLE:
287

                                                                                                      SKIP:
ITERS: 3                          RANGE:
                                  QXQ: No QXQ needed.                                                  INSTRUCTIONS: CODING PROGRAM

PBASCHL_MAJ3(N)  AQ Number:       What (IS/WAS) your major field of study in this program?            SAMPLE:
287

                                                                                                      SKIP:
ITERS: 3                          RANGE:
                                  QXQ: No QXQ needed.                                                  INSTRUCTIONS: CODING PROGRAM
```

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```
PBASCHOOL_MAJOR(N)                What (IS/WAS) your major field of study at "PBASCHOOL(n)"?          SAMPLE:
AQ number: 292                    (INTERVIEWER PLEASE CODE MAJOR FIELD OF STUDY ON THE NEXT SCREEN)

                                                                                                      SKIP:
ITERS: 3                          RANGE:
                                  QXQ: Major: Principal field of academic study chosen by             INSTRUCTIONS: USE CIP on-line coding program;
                                       student in a college or university (for example,                             if pbaschool_dates(n) EQUAL TO 9696
                                       biology, physics, sociology, English literature.)                            then "insert"="is"; else
                                                                                                                    "insert"="was"
```

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```
PBADEGREE   AQ Number: 297        Have you been awarded the PBASCHL_PROGRAM(N) by PBASCHOOL?          SAMPLE:

                                  1 YES
                                  2 NO                                                                 SKIP: IF PBADEGREE EQUAL TO 2 THEN GO TO
ITERS:                            RANGE:                                                                     PBASCHL_WHY(N)
                                  QXQ: No QXQ needed.                                                  INSTRUCTIONS:
```

==

```
PBADEGREE_DATE  AQ Number: 298    When were you awarded that degree?                                  SAMPLE:
                                                                                                      SKIP:
ITERS:                            RANGE: 1/12, 92/94
                                  QXQ: No QXQ needed.                                                  INSTRUCTIONS:
```

==

```
PBASCHL_WHY(N)                Why did you select "PBASCHOOL(N)" for graduate or professional study?        SAMPLE:
AQ number: 300                CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED

                              1 CAN FINISH PROGRAM IN SHORT PERIOD OF TIME                                 SKIP:
                              2 OBTAINED FINANCIAL AID NEEDED
                              3 TUITION AND DIRECT EXPENSES WERE LESS
                              4 OTHER LIVING COSTS WERE LESS
                              5 FRIENDS/FAMILY ATTEND(ED)/ RECOMMEND(ED) THIS SCHOOL
                              6 CAN WORK WHILE ATTENDING
                              7 CAN LIVE AT HOME WHILE ATTENDING
                              8 SCHOOL IS LOCATED WHERE I WANT TO SETTLE
                              9 SCHOOL IS CLOSE TO HOME
                              10 I LIKE THE SURROUNDING COMMUNITY
                              11 SCHOOL/FACULTY HAS A GOOD REPUTATION
                              12 OFFERED THE COURSE OF STUDY I WANTED
                              13 THEY ACCEPTED ME
                              14 I ATTENDED THE SCHOOL AS AN UNDERGRAD
                              15 OTHER
ITERS: 3                      RANGE:
                              QXQ: No Q x Q needed.                                                        INSTRUCTIONS:

===========================================================================================================================================

PBASCHL_REQ(N)                Did you enroll in PBASCHOOL(N) because you needed additional education..      SAMPLE:
AQ number: 301

                              1 to begin a career in your field                                            SKIP:
                              2 to continue to advance in your current field
                              3 or did you enroll for other reasons
ITERS: 3                      RANGE:
                              QXQ: No Q x Q needed.                                                        INSTRUCTIONS:

===========================================================================================================================================

PBASCHL_RESID(N)              While enrolled at "PBASCHOOL(N)" (DO/DID) you live primarily:                 SAMPLE: ASK ONLY IF PBASCHL_PROGRAM(N) EQUAL TO 4,
AQ number: 302                                                                                                      5, 6, 9

                              1 In school-owned housing                                                    SKIP:
                              2 Off campus in a private apartment or house
                              3 With parents or guardians
                              4 With relatives other than parents, guardians, spouse, or
                              children
                              5 or in some other situation
ITERS: 3                      RANGE:
                              QXQ: Code primary residence while R is taking graduate                       INSTRUCTIONS: if pbaschool_dates(n) EQUAL TO 9696
                                   courses.                                                                              then "insert"="do"; else
                                                                                                                         "insert"="did"
===========================================================================================================================================

TUITION_APP(N)                Now I'd like you to think about the period from July 1, 1993 through June 30, SAMPLE: ASK ONLY IF PBASCHL_PROGRAM(N) EQUAL TO 4,
AQ number: 304                1994.                                                                                 5, 6, 9 AND PBASCHL_DATES include any time
                              During that period, how much were your total tuition and fees prior to any           between July 1, 1993 and June 30, 1994.
                              discounts or waivers at "PBASCHOOL(N)"?
                                                                                                           SKIP:
ITERS: 3                      RANGE: 1/25000
                              QXQ: Record the amount of tuition that the school                            INSTRUCTIONS: START NEW LOOP.
                                   normally charges during the reference  period and                                    Number of loops equals the number
                                   not the amount R is paying if that amount is                                         of schools listed at
                                   different.  If the school normally charges                                           PBASCHOOL(N).
                                   $15,000, but the R is paying $10,000 because R has                                   Insert start dates for each
                                   a $5,000 tuition waiver, code $15,000.  The amount                                   school with terms starting on or
                                   normally paid during the time period should be                                      after July 1, 1993.  Insert end
                                   picked up, even if it covers courses beginning                                      dates for each school with terms
                                   before or ending after the time period.                                            ending on or after June 30,
                                                                                                                       1994.
===========================================================================================================================================
```

```
PBASCHL_ROOM(N)                  Other than tuition, what were your total costs of attending "PBASCHOOL(N)" during    SAMPLE: Ask only if PBASCHL_PROGRAM(N)EQUAL TO 4,
AQ number: 305                   this same period (July 1, 1993 - June 30, 1994).  Total costs include lab fees,        5, 6, 9 AND PBASCHL_DATES include any time
                                 books, transportation, living expenses and other expenses relating to attending       between July 1, 1993 and June 30, 1994.
                                 that school.
                                                                                                                   SKIP:
     ITERS: 3                    RANGE: 1/99000
                                 QXQ: All costs related to attending school should be                              INSTRUCTIONS: if pbaschool_dates(n) EQUAL TO 9696
                                     included.                                                                                   then "insert"="is"; else
                                                                                                                                 "insert"="was"
===========================================================================================================================================================

PBASCHL_AID$(N)                  Did you receive any financial assistance between July 1, 1993 and June 30, 1994    SAMPLE: ASK ONLY IF PBASCHL_PROGRAM(N) EQUAL TO 4,
AQ number: 306                   other than family assistance?                                                          5, 6, 9 AND PBASCHL_DATES include any time
                                                                                                                       between July 1, 1993 and June 30, 1994.
                                 1 YES                                                                                                SKIP:
                                 2 NO
     ITERS: 3                    RANGE:
                                 QXQ: Financial assistance includes:                                               INSTRUCTIONS:
                                     Tuition waivers
                                     Stipends
                                     Scholarships
                                     Fellowships
                                     Grants
                                     Teaching assistantships
                                     Research assistantships
                                     Loans
                                     Workstudy
===========================================================================================================================================================

PBASCHL_AID                      What type of non-family assistance did you receive while enrolled in               SAMPLE: Why did you select "PBASCHOOL(N)" for
AQ number: 307                   "PBASCHOOL(N)" during this period?                                                     graduate or professional study?
                                 CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED                               CODE ALL THAT APPLY AND INSERT EXIT
                                                                                                                       SCREEN WHEN
                                 1 FREE  OR REDUCED TUITION                                                         SKIP: IF PBASCHL-AID EQUAL TO 2 THEN GOTO
                                 2 GRANT, FELLOWSHIP, SCHOLARSHIP, OR STIPEND FOR LIVING COSTS                                    EXTRASCHL
                                 3 TEACHING ASSISTANTSHIPS
                                 4 RESEARCH ASSISTANTSHIPS
                                 5 LOANS
                                 6 EMPLOYEE EDUCATION BENEFITS
                                 7 WORK STUDY
     ITERS: 3                    RANGE:
                                 QXQ: Tuition waiver: An agreement between college and                             INSTRUCTIONS: CODE ALL THAT APPLY
                                     student that part or all of tuition normally due
                                     will not be charged.  Student either pays reduced
                                     tuition or no tuition at all depending on the
                                     agreement.
                                     If employer paid the tuition, code 6.
===========================================================================================================================================================

PBASCHL_AMT                      How much financial assistance did you receive from PBASCHOOL(N) during this       SAMPLE: ASK ONLY IF PBASCHL_PROGRAM(N) EQUAL TO 4,
AQ number: 308                   period?                                                                                5, 6, 9 AND PBASCHL_DATES include any time
                                                                                                                       between July 1, 1993 and June 30, 1994.

                                                                                                                   SKIP: SKIP OUT OF LOOP AFTER ALL PBASCHOOL(N)
                                                                                                                       schools with enrollment peiods between
                                                                                                                       July 1, 1993 and June 30, 1994 have been
                                                                                                                       picked up.
     ITERS: 3                    RANGE: 0/30000
                                 QXQ: Financial assistance includes:                                               INSTRUCTIONS:
                                     Tuition waivers
                                     Stipends
                                     Scholarships
                                     Fellowships
                                     Grants
                                     Teaching assistantships
                                     Research assistantships
                                     Loans
                                     Workstudy
===========================================================================================================================================================
```

```
EXTRASCHL  AQ NUMBER 309        Have you attended another college, university, vocational or technical school        SAMPLE:
                                since graduating from "SAMPLE SCHOOL"?

                                1 YES                                                                   SKIP: IF EXTRASCHL EQUAL TO 1 continue loop.  IF
                                2 NO                                                                          EXTRASCHL EQUAL TO 2 then goto
                                                                                                                   HIGHESTDEGREE
      ITERS: 2                  RANGE:
                                QXQ: No Q x Q needed.                                                    INSTRUCTIONS:

=====================================================================================================================================

HIGHESTDEGREE                   Now, thinking about the future, what is the highest degree you expect to receive?   SAMPLE:
AQ number: 312

                                1 BACHELOR'S DEGREE                                                      SKIP: IF HIGESTDEGREE EQUAL TO 1 THEN GOTO
                                2 POST-BACCALAUREATE CERTIFICATE                                                 CHANGJOB
                                3 MASTER'S DEGREE (MA, MS, MBA, ETC.)
                                4 FIRST PROFESSIONAL DEGREE (M.D., J.D., D.D.S., O.D.)
                                5 DOCTORAL DEGREE (PH.D, ED.D, D.P.H., ETC.)
                                6 OTHER
      ITERS:                    RANGE:
                                QXQ: Code highest degree if more than one degree                        INSTRUCTIONS:
                                    exists.

                                    The key word here is "expect."  If R hopes to get
                                    a Doctoral Degree but realistically only expects
                                    to get a Masters's Degree, "MASTERS'S DEGREE"
                                    should be coded.

                                    Certificate:  document certifying that a person
                                    may officially practice in certain professions.
                                    (example: a certified public accountant (CPA).)

                                    Examples of Masters's Degrees:
                                    Master of Arts (MA)
                                    Master of Science (MS)
                                    Master of Business Administration (MBA)
                                    Master of Fine Arts (MFA)

                                    Examples of Doctoral Degrees:
                                    Doctor of Philosophy (PH.D)
                                    Doctor of Education (ED.D)

                                    First Professional Degrees:
                                    MUST BE ONE OF THE FOLLOWING:
                                        Chiropractic (DC or DCM)
                                        Dentistry (DDS or DMD)
                                        Medicine (MD)
                                        Law (LLB, JD)
                                        Optometry (OD)
                                        Osteopathic Medicine (DO)
                                        Pharmacy (D.Pharm)
                                        Podiatry (Pod.D. or DP)
                                        Veterinary Medicine (DVM)
                                        Theology (M.Div or MHL or BD)

                                    NOTE: Professional degrees do not include degrees
                                    in cosmetology, truck driving, radio or
                                    refrigerator repair, et cetera.

=====================================================================================================================================

ENROLLEXP2                      Two years from now, do you plan to be enrolled in school working on that degree?   SAMPLE:
AQ number: 313

                                1 YES                                                                   SKIP: IF ENROLLEXP2 EQUAL TO 2, 3, REF, DK THEN
                                2 NO                                                                          GOTO CHANGJOB
                                3 WILL HAVE COMPLETED DEGREE
      ITERS:                    RANGE:
                                QXQ: No Q x Q needed.                                                    INSTRUCTIONS:

=====================================================================================================================================
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ENROLLEXP2FIELD               What do you expect to be studying?                              SAMPLE:
AQ number: 314                INTERVIEWER PLEASE CODE MAJOR FIELD OF STUDY ON THE NEXT SCREEN

                                                                                              SKIP:
   ITERS:                     RANGE:
                              QXQ: No Q x Q needed.                                           INSTRUCTIONS:

=================================================================================================================================

   CHANGJOB  AQ Number: 318   We're interested in the job search strategies used by college graduates to find    SAMPLE: ASK IF NO OR MISSING FROM NPSAS. IF YES
                              employment.                                                                               IN NPSAS THEN GOTO JOB#INTERVIEW
                              Did you attempt to obtain a job or change jobs, as a result of getting your
                              degree?

                              1 YES                                                           SKIP: IF CHANGJOB EQUAL TO 2 THENGOTO
                              2 NO                                                                   JOBEXPERIENCE
   ITERS:                     RANGE:
                              QXQ: No Q x Q needed.                                           INSTRUCTIONS:

=================================================================================================================================

   JOBSEARCH                  What did you do to try to find a job?                           SAMPLE: ASK IF MISING FROM NPSAS
   AQ number: 319             CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED

                              1 SENT OUT RESUMES                                              SKIP:
                              2 WENT TO CAMPUS JOB PLACEMENT OFFICE
                              3 LOOKED THROUGH WANT ADS
                              4 ASKED FRIENDS
                              5 ASKED FAMILY
                              6 ASKED PROFESSORS
                              7 ATTENDED RECRUITING FAIRS
                              8 DID VOLUNTEER WORK IN THE FIELD
                              9 LOOKED AT JOB BOARDS IN THE UNEMPLOYMENT OFFICE
                              10 CONTACTED HEADHUNTERS, EMPLOYMENT AGENCIES OR PROFESSIONAL RECRUITERS
                              11 PLACED A WANT AD
                              12 SUBSCRIBED TO TRADE JOURNALS
                              13 NOTHING
                              14 OTHER
   ITERS:                     RANGE:
                              QXQ: Resume: brief account of personal, educational,           INSTRUCTIONS:
                                   and professional qualifications and experience,
                                   usually submitted with a job application.

                                   Job placement office: office is physically on
                                   campus and part of the college or university.

                                   Recruiting fair: gathering to inform individuals
                                   seeking employment about jobs available from
                                   various employers

                                   Headhunter: recruits personnel for corporation.

                                   Trade journal:  magazine published by a business
                                   or industry to give pertinent news and
                                   developments.

=================================================================================================================================

   JOB#INTERVIEWS             (We're interested in the job search strategies used by college graduates to find    SAMPLE:
   AQ number: 320             employment.)
                              As a result of trying to obtain a new job upon the completion of your degree, how
                              many jobs did you interview for?

                                                                                              SKIP:
   ITERS:                     RANGE: 0/99
                              QXQ: "Upon completion of your degree" means "after             INSTRUCTIONS: INSERT PREAMBLE IF CHANGJOB AND
                                   completing your bachelors degree program."                              JOBSEARCH ARE PRELOADED
=================================================================================================================================
```

```
JOB#OFFERS                     How many full-time job offers resulted from your job search efforts?        SAMPLE:
AQ number: 321

                                                                                                          SKIP:
       ITERS:                  RANGE: 0/99
                               QXQ: Full-time employment: when a person works 35 or                       INSTRUCTIONS:
                                    more hours per week at a given job.
===========================================================================================================================================================
WEEKSEEK_MM                    When did you begin this job search?                                         SAMPLE:
AQ number: 322

                                                                                                          SKIP:
       ITERS:                  RANGE: 1/12, 91/94
                               QXQ: No Q x Q needed.                                                       INSTRUCTIONS: Dates cannot be later than
                                                                                                                        today's date
===========================================================================================================================================================
JOB#WEEKSEEK                   When did you end this job search or are you still looking?                  SAMPLE:
AQ number: 323                 (INT: IF R STILL LOOKING CODE 96/96)

                                                                                                          SKIP:
       ITERS:                  RANGE: 1/12, 91/94, 96
                               QXQ: Looking for work includes:                                            INSTRUCTIONS:
                                    - sending out resumes/filling out job
                                      applications
                                    - using the campus job placement office
                                    - reviewing and responding to want  ads
                                    - attending recruiting fairs
                                    - job networking
                                    - using an employment agency
===========================================================================================================================================================
JOBEXPERIENCE                  Other than internships required for your degree, did you have any work experience   SAMPLE:
AQ number: 326                 related to your degree field before graduating from college?

                               1 YES                                                                                       SKIP:
                               2 NO
       ITERS:                  RANGE:
                               QXQ: Internship: a supervised practical training                           INSTRUCTIONS:
                                    providing work experience and credits toward a
                                    degree program.
===========================================================================================================================================================
EMPLOOP                        Now I want to talk about your job history since graduation. Have you worked at any   SAMPLE:
AQ number: 327                 jobs for pay since graduation?

                               1 YES                                                                       SKIP: IF EMPLOOP EQUAL TO 2 THEN GOTO WORKLOOK
                               2 NO
       ITERS:                  RANGE:
                               QXQ: No Q x Q needed.                                                       INSTRUCTIONS:

===========================================================================================================================================================
JOBNUMBER  AQ number: 328      How many jobs have you held since graduation? (THE JOB DOES NOT HAVE TO BEGIN       SAMPLE:
                               AFTER GRADUATION.  ANY JOB WORKED AFTER GRADUATION SHOULD BE COUNTED)

                                                                                                          SKIP:
       ITERS:                  RANGE: 1/10
                               QXQ: Include both full and part-time jobs. If R was                        INSTRUCTIONS:
                                    employed by a temporary work agency and worked
                                    several different assignments, consider the temp
                                    agency to be the employer.  The key distinction is
                                    who is paying R.  If the agency pays R, the agency
                                    is the employer.
===========================================================================================================================================================
```

```
JOBNAME  AQ Number: 330          What are the names of these employers in the order you began working for them      SAMPLE:
                                 beginning with the first employer after graduation? (INTERVIEWER: PROBE: Have you
                                 worked for anyone else since graduation?)  READ THE RESPONSE LIST BACK TO THE
                                 RESPONDENT AND CONFIRM THAT THE ORDER OF JOBS IS COMPLETE AND CORRECT.  ALTER LIST
                                 IF NEEDED.

                                                                                                     SKIP:
ITERS:                           RANGE:
                                 QXQ: If a job began before graduation and continued                 INSTRUCTIONS:
                                     after graduation, include that job.
                                     Spell out the complete name of the employer; do
                                     not use abbreviations.
=====================================================================================================================================

STARTDATE  AQ number: 332        When did your job with JOBNAME start?                                SAMPLE:

                                                                                                     SKIP:
ITERS: 10                        RANGE: 1/12, 30/94
                                 QXQ: If R was employed for any portion of a month (even              INSTRUCTIONS: NUMBER OF LOOPS SHOULD MATCH
                                     just one day), R is considered to be employed for                              RESPONSE TO JOBNUMBER.  Dates
                                     that month by the employer.                                                    entered cannot be later than
                                                                                                                   today's date.
=====================================================================================================================================

ENDDATE  AQ number: 334          When did this job end?                                               SAMPLE:
                                 (CODE 96/96 IF STILL EMPLOYED AT THIS JOB)

                                                                                                     SKIP:
ITERS: 10                        RANGE: 1/12, 92/94, 96
                                 QXQ: If R was employed for any portion of a month (even              INSTRUCTIONS:
                                     just one day), R is considered to be employed for
                                     that month by the employer.
=====================================================================================================================================

FULL_PART_TIME                   During this time, (are/were) you primarily employed full or part-time?   SAMPLE:
AQ number: 336

                                 1 FULL TIME                                                          SKIP:
                                 2 PART TIME
ITERS: 10                        RANGE:
                                 QXQ: Full-time employment EQUAL TO 35 or more hours per week                       INSTRUCTIONS: ask only if employed in
                                     at a given job.                                                  empstatmonth(n); loop back to
                                                                                                                   empstatmonth(n) for
                                     Part-time employment EQUAL TO fewer than 35 hours per            next month (date of graduation +
                                     week at a given job.                                             1)
=====================================================================================================================================

WORKLOOK  AQ number: 338         Were you looking for work between  GRADUATION DATE/ENDDATE and STARTDATE/CURRENT   SAMPLE:
                                 DATE?

                                 1 YES                                                                SKIP: IF WORKLOOK EQUAL TO 3 THEN GOTO TO NEXT
                                 2 NO                                                                               LOOP
ITERS: 10                        RANGE:
                                 QXQ: Looking for work includes:                                      INSTRUCTIONS:
                                     - Sending out resumes/filling out job
                                       applications
                                     - Using the campus job placement office
                                     - Reviewing and responding to want ads
                                     - Attending recruiting fairs
                                     - Job networking
                                     - Using an employment agency
=====================================================================================================================================
```

```
UNEMPLOYSPELL  AQ number: 339    During that time, were you receiving unemployment benefits?                    SAMPLE:

                                 1 YES                                                                                              SKIP:
                                 2 NO
     ITERS: 10                   RANGE:
                                 QXQ: Unemployment benefits: payments received from the        INSTRUCTIONS:
                                     government while you are out of work and looking
                                     for a job, including money from state employment
                                     insurance funds and railroad unemployment
                                     benefits.
=================================================================================================================================================
UNEMPLREASONMONTH(N)             What was your main reason for not working, during this period?  SAMPLE: ASK IF WORKLOOK EQUAL TO 2
AQ number: 340                   IF NECESSARY, PROBE FOR MAIN REASON

                                 1 WAITING FOR NEW JOB TO START                                 SKIP: GOTO EXPECTBEGINJOB
                                 2 GOING TO SCHOOL FULL TIME
                                 3 DIDN'T WANT TO WORK
                                 4 FAMILY RESPONSIBILITIES
                                 5 PHYSICALLY UNABLE TO WORK
                                 6 LAID OFF
                                 7 RETIRED
                                 8 TRAVEL
                                 9 OTHER
     ITERS: 10                   RANGE:
                                 QXQ: If R gives more than one reason, probe R for MAIN         INSTRUCTIONS: ASK ONLY IF UNEMPLOYED OR OUT OF
                                     reason and record that reason.  If R insists on                         LABOR FORCE IN
                                     both reasons being the main reason, select OTHER                        EMPSTATMONTH(N)
                                     and record both reasons there.
=================================================================================================================================================
EXPECTBEGINJOB                   When do you expect to begin working at a full-time job?  (IF NECESSARY:  What is   SAMPLE: Ask if unemployed, out of labor force, or
AQ number: 427                   your best guess?)                                                                         employed part-time at last month-by month
                                 INTERVIEWER:  CODE 88/88 IF RESPONDENT SAYS "NEVER")                                      employment questions

                                                                                                SKIP:
     ITERS:                      RANGE: 1/12, 94/99, 88
                                 QXQ: Full-time job EQUAL TO working 35 or more hours per week.                INSTRUCTIONS: DATE MUST BE LATER THAN TODAY'S
                                                                                                                            DATE.
=================================================================================================================================================
APRILJOBLIST  AQ Number: 442     During April 1994, which of the following was your main employer?  SAMPLE:
                                 (MAIN EQUAL TO employer that you worked the most number of hours.)

                                 INSERT ALL JOBS WORKED DURING APRIL 1994 FROM JOBLIST PLUS     SKIP: IF APRILJOBLIST EQUAL TO REF THEN GOTO
                                 91.  INSERT NEW JOB                                                          PJOBLIST
     ITERS:                      RANGE:
                                 QXQ: No QXQ needed.                                            INSTRUCTIONS:

=================================================================================================================================================
APRILJOBSTART                    When did you start working at "APRILJOBEMPLOYER"?               SAMPLE:
AQ number: 444

                                                                                                SKIP:
     ITERS:                      RANGE: 0/12, 10/94
                                 QXQ: If R was employed for any portion of a month (even        INSTRUCTIONS: PRELOAD FROM EMPLOYMENT LOOP
                                     just one day), R is considered employed for that
                                     month.
=================================================================================================================================================
APRILJOBEND                      When did you stop working at "APRILJOBEMPLOYER", or are you still there?  SAMPLE:
AQ number: 446                   (INTERVIEWER:  IF STILL EMPLOYED AT FIRST JOB, CODE 96/96)

                                                                                                SKIP:
     ITERS:                      RANGE: 1/12, 94, 96
                                 QXQ: If R was employed for any portion of a month (even        INSTRUCTIONS: PRELOAD FROM EMPLOYMENT LOOP
                                     just one day), R is considered employed for that
                                     month.
=================================================================================================================================================
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APRILJOBCONFIRM   AQ Number:      During April, 1994, your main employer was JOBNAME.  That job began on STARTDATE    SAMPLE:
448                               and continued until ENDDATE.  Is that correct?

                                  1 YES                                                              SKIP: IF APRILJOBCONFIRM EQUAL TO 1 THEN GOTO
                                  2 NO                                                                     APRILJOBOCCUPATIONV
ITERS:                            RANGE:
                                  QXQ: "Main employer" means the employer you worked the    INSTRUCTIONS: INSERT NAME AND WORK DATES FOR
                                       most hours for during April, 1994.  If you worked             ONE JOB HELD DURING APRIL 1994.
                                       for two employers during April, 1994, for the same
                                       number of hours, the employer who provided you
                                       with the most income during that month is you
                                       "main employer."
========================================================================================================================================

APRILJOBEMPLOYER                  During April of this year, where were you employed?  What was the name of your    SAMPLE:
AQ number: 449                    main employer?
                                  DO NOT USE ABBREVIATIONS

                                                                                                     SKIP:
ITERS:                            RANGE:
                                  QXQ: Employed means holding a job and working for pay.     INSTRUCTIONS:

                                       If R has more than one April job, probe for full
                                       time employer.  If more than one full time job,
                                       pick the job with most hours worked in April.  If
                                       the number of hours is equal, select the job with
                                       the highest salary.

                                       If R was on Workmen's Compensation during April,
                                       he is considered employed for April.
========================================================================================================================================

APRILJOBOCCUPATIONV               What is your occupation?   (IF NECESSARY: Can you describe your job?  What type of  SAMPLE:
AQ number: 452                    work (do you/did you) do at "APRILJOBEMPLOYER"?
                                  (INTERVIEWER: PROBE ABBREVIATIONS AND CODE OCCUPATION)

                                                                                                     SKIP:
ITERS:                            RANGE:
                                  QXQ: Spell out the complete job title; do not use         INSTRUCTIONS:
                                       abbreviations.
========================================================================================================================================

APRILJOBINDUSTRYV                 And what type of business or industry (is/was) that?  (For example, a grocery  SAMPLE:
AQ number: 456                    store, restaurant, retail shoe store, automobile factory, state government
                                  agency)
                                  INTERVIEWER: CODE INDUSTRY
                                                                                                     SKIP:
ITERS:                            RANGE:
                                  QXQ: Spell out the type of business or industry; do not    INSTRUCTIONS:
                                       use abbreviations.
========================================================================================================================================

APRILJOBTYPE                      Would you say this job (is/was)...                         SAMPLE: ASK IF OCCUPATION IS UNCODED
AQ number: 458

                                  1 Professional                                                     SKIP:
                                  2 Managerial
                                  3 Technical
                                  4 or some other type (INCLUDE CLERICAL, UNSKILLED LABOR, ETC.)
ITERS:                            RANGE:
                                  QXQ: Professional:  related to a profession (an           INSTRUCTIONS:
                                       occupation or vocation requiring training in the
                                       liberal arts or the sciences and advanced study in
                                       a specialized field, for example, law or
                                       medicine).
========================================================================================================================================
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APRILJOB#HOURS              How many hours a week (do you/did you) work at "APRILJOBEMPLOYER"?      SAMPLE:
AQ number: 459              (IF NEEDED:  What do you think is the average number of hours you work each week?)

                                                                                                   SKIP:
   ITERS:                   RANGE: 1/90
                            QXQ: If R has an unusual work schedule, ask R the                       INSTRUCTIONS:
                                average number of hours worked per week during
                                April.
=================================================================================================================================
JOBSTUDENTA                 While you were employed at APRILJOBEMPLOYER, were you also enrolled in school?   SAMPLE: IF POSTBAED EQUAL TO 2, REF, DK, MISSING
AQ number: 460                                                                                                       THEN GOTO APRILJOBSTSALARY$

                            1 YES                                                                   SKIP: IF JOBSTUDENTA EQUAL TO 2, REF, DK THEN
                            2 NO                                                                          GOTO APRILJOBSTSALARY$
   ITERS:                   RANGE:
                            QXQ: No Q X Q needed                                                    INSTRUCTIONS:

=================================================================================================================================
APRILSTUDENT                While at APRILJOBEMPLOYER, did you consider yourself to primarily be...   SAMPLE:
AQ number: 461

                            1 a student                                                             SKIP: IF APRIlSTUDENT EQUAL TO 2 THEN GOTO
                            2 an employee                                                                 APRILJOBSTSALARY$
   ITERS:                   RANGE:
                            QXQ: No Q x Q needed.                                                   INSTRUCTIONS:

=================================================================================================================================
APRILJOBONCAMPUS            (Is/was) this job located on the campus of the school you were attending?   SAMPLE:
AQ number: 462

                            1 YES                                                                               SKIP:
                            2 NO
   ITERS:                   RANGE:
                            QXQ: On campus means that location of the workplace is                  INSTRUCTIONS:
                                physically on the college or university campus.
                                It does not necessarily mean that the college or
                                university is the employer.
=================================================================================================================================
APRILJOBSTUDENT             (Is/Was) this job...                                                    SAMPLE:
AQ number: 463

                            1 a teaching assistantship                                                          SKIP:
                            2 a research assistantship
                            3 an internship
                            4 co-op placement
                            5 was it none of these?
   ITERS:                   RANGE:
                            QXQ: Internship: a supervised practical training                        INSTRUCTIONS:
                                providing work experience and credits toward a
                                degree program.
=================================================================================================================================
APRILJOBSTSALARY$           How much were you earning at "APRILJOBEMPLOYER" in April of this year? Please   SAMPLE:
AQ number: 464             include any commissions, tips or bonuses.
                            (INTERVIEWER: ENTER DOLLAR AMOUNT IN THIS FIELD, INCLUDING DECIMAL POINT)

                                                                                                   SKIP:
   ITERS:                   RANGE: 0/999000.00
                            QXQ: For workers with non-standard incomes (such as                     INSTRUCTIONS:
                                commission or piece paid workers), record total
                                wage/salary income for the entire month.
=================================================================================================================================
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APRILJOBSTSALARYPER          Was that...?                                                        SAMPLE:
AQ number: 465               (IF ANOTHER RATE IS GIVEN CONVERT TO AN ALLOWABLE CODE)

                             1 Per hour (Hourly rate)                                             SKIP:
                             2 Per day (Daily rate)
                             3 Per week (Weekly)
                             4 Per month (Monthly)
                             5 Per year (Annual salary)
ITERS:                       RANGE:
                             QXQ: For workers with non-standard incomes (such as                 INSTRUCTIONS:
                                  commission or piece paid workers), record total
                                  wage/salary income for the entire month.
=================================================================================================================================

APRILJOBSALARY_CHECK         You said you make "APRILJOBSTSALARY$" per "APRILJOBSTSALARYPER". Is that right?    SAMPLE:
AQ number: 466

                             1 YES                                                                SKIP: IF APRILJOBSALARY_CHECK EQUAL TO 2 GOTO
                             2 NO                                                                       APRILJOBSTSALARY$
ITERS:                       RANGE:
                             QXQ: No Q x Q needed.                                                INSTRUCTIONS: Insert EQUAL TO APRILJOBSTSALARY$
                                                                                                                and APRILJOBSTSALARYPER
=================================================================================================================================

APRILJOBSECT                 Is "APRILjobemployer" ...                                            SAMPLE:
AQ number: 467

                             1 a for-profit firm or private individual                           SKIP:
                             2 a non-profit organization
                             3 a branch of the Federal government
                             4 part of the State government
                             5 a Local government unit or
                             6 are you self-employed?
ITERS:                       RANGE:
                             QXQ: No Q x Q needed.                                                INSTRUCTIONS:
=================================================================================================================================

APRILJOBDEGREE               Was a college degree required to obtain this job?                    SAMPLE:
AQ number: 468

                             1 YES                                                                SKIP:
                             2 NO
ITERS:                       RANGE:
                             QXQ: No Q x Q needed.                                                INSTRUCTIONS:

=================================================================================================================================
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APRILJOBOBTAIND                 How did you find out about this job?                        SAMPLE:
AQ number: 469                  CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED

                                1  REFERRED BY FAMILY, FRIENDS, PROFESSORS                  SKIP:
                                2  WANT AD
                                3  CAMPUS JOB PLACEMENT OFFICE
                                4  EXPLORED POSSIBLE JOB OPPORTUNITIES THROUGH INTERVIEW
                                5  WAS RECRUITED BY HEADHUNTER /EMPLOYMENT AGENCY/RECRUITER
                                6  ADVANCEMENT IN COMPANY WHERE PREVIOUSLY EMPLOYED
                                7  VOLUNTEER/INTERNSHIP WORK IN FIELD
                                8  CONTACTED IN RESPONSE TO BLIND RESUME
                                9  RECRUITING FAIR
                                10 PROFESSIONAL OR TRADE JOURNAL
                                11 JOB ANNOUNCEMENT IN UNEMPLOYMENT OFFICE
                                12 PROFESSIONAL MEETING
                                13 RESPONSE TO WANT AD I PLACED
                                14 OTHER
ITERS:                          RANGE:
                                QXQ: Campus placement office: office is a part of the       INSTRUCTIONS:
                                     college or university.

                                     Headhunter: recruits personnel for corporations.

                                     Recruiting fair: a gathering to inform individuals
                                     seeking employment about jobs available from
                                     various employers.
========================================================================================================================

APRILJOBOFFERSF                 Did you receive any other job offers for similar positions in this field?   SAMPLE:
AQ number: 470

                                1  YES                                                      SKIP: IF APRILJOBOFFERSF EQUAL TO 2 THEN GOTO
                                2  NO                                                             APRILJOBRELATED2
ITERS:                          RANGE:
                                QXQ: No Q x Q needed.                                        INSTRUCTIONS:
========================================================================================================================

APRILOFFERNUMBER AQ Number:     How many other offers did you receive?                      SAMPLE:
471

                                                                                            SKIP:
ITERS:                          RANGE: 1/900
                                QXQ: No Q x Q needed.                                        INSTRUCTIONS:
========================================================================================================================

APRILJOBRELATED2                How closely related is this job to your field of study?     SAMPLE:
AQ number: 472

                                1  closely                                                  SKIP: IF APRILJOBRELATED2 EQUAL TO 1, 2, REF, DK
                                2  somewhat                                                        THEN GOTO APRILJOBSATISIFY
                                3  not at all
ITERS:                          RANGE:
                                QXQ: Field of study is the most current field of study.     INSTRUCTIONS:
                                     If R is not in graduate school, then the field of
                                     study refers to the Bacclaureate degree major.
========================================================================================================================

APRILJOBREASON                  What was your main reason for taking this job?              SAMPLE:
AQ number: 473

                                1  ONLY JOB I COULD FIND                                    SKIP:
                                2  PAY WAS BETTER THAN OTHER JOB(S)
                                3  HELD JOB PRIOR TO GRADUATING
                                4  CURIOUS ABOUT THIS TYPE OF WORK
                                5  BETTER OPPORTUNITY FOR ADVANCEMENT
                                6  OPPORTUNITY TO HELP PEOPLE / BE USEFUL TO SOCIETY
                                7  WANTED TO WORK IN A "MANUAL" OCCUPATION
                                8  OTHER
ITERS:                          RANGE:
                                QXQ: "Manual" occupation: a job that involves working       INSTRUCTIONS:
                                     with your hands.
========================================================================================================================
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APRILJOBSATISFIED  AQ Number:    How satisfied (are/were) you with the fringe benefits at APRILJOBEMPLOYER?          SAMPLE:
474                               (Are/Were) you...

                                 1 very satisfied                                                               SKIP:
                                 2 somewhat satisfied
                                 3 dissatisfied
         ITERS:                  RANGE:
                                 QXQ: FRINGE BENEFITS ARE ANY BENEFITS  OTHER THAN                              INSTRUCTIONS:
                                      SALARY OFFERED BY AN EMPLOYER TO AN EMPLOYEE.
                                      EXAMPLES INCLUDE PAID VACATION, PAID SICK LEAVE,
                                      AND GROUP HEALTH INSURANCE.

         APRILJOBSATISFY         How satisfied (are/were) you with the pay at APRILJOBEMPLOYER?  (Are/Were) you...   SAMPLE:
         AQ number: 474

                                 1 very satisfied                                                               SKIP:
                                 2 somewhat satisfied
                                 3 dissatisfied
         ITERS:                  RANGE:
                                 QXQ: This question asks only about pay, not about                              INSTRUCTIONS:
                                      fringe benefits which are dealt with in the next
                                      question.
===========================================================================================================================================

         APRILJOBSATISFY(1)      How satisfied (are/were) you with the importance and challge of your job at     SAMPLE:
         AQ number: 475          APRILJOBEMPLOYER?  (Are/Were) you...

                                 1 very satisfied                                                               SKIP:
                                 2 somewhat satisfied
                                 3 dissatisfied
         ITERS:                  RANGE:
                                 QXQ: No Q x Q needed.                                                          INSTRUCTIONS:

===========================================================================================================================================

         APRILJOBSATISFY(2)      How satisfied (are/were) you with the working conditions at APRILJOBEMPLOYER?   SAMPLE:
         AQ number: 476          (Are/Were) you...

                                 1 very satisfied                                                               SKIP:
                                 2 somewhat satisfied
                                 3 dissatisfied
         ITERS:                  RANGE:
                                 QXQ: No Q x Q needed.                                                          INSTRUCTIONS:

===========================================================================================================================================

         APRILJOBSATISFY(3)      How satisfied (are/were) you with your opportunity for promotion at             SAMPLE:
         AQ number: 477          APRILJOBEMPLOYER?  (Are/Were) you...

                                 1 very satisfied                                                               SKIP:
                                 2 somewhat satisfied
                                 3 dissatisfied
         ITERS:                  RANGE:
                                 QXQ: No Q x Q needed.                                                          INSTRUCTIONS:

===========================================================================================================================================

         APRILJOBSATISFY(4)      How satisfied (are/were) you with the job security at APRILJOBEMPLOYER?         SAMPLE:
         AQ number: 478          (Are/Were) you...

                                 1 very satisfied                                                               SKIP:
                                 2 somewhat satisfied
                                 3 dissatisfied
         ITERS:                  RANGE:
                                 QXQ: Job security deals with how likely it is that a                           INSTRUCTIONS:
                                      particular job will be phased out in a given time,
                                      or how likely R will be laid off or fired from the
                                      job.
===========================================================================================================================================
         APRILJOBSATISFY(5)      How satisfied (are/were) you with your supervisor at APRILJOBEMPLOYER?  (Are/Were)  SAMPLE:
         AQ number: 480          you...

                                 1 very satisfied                                                               SKIP:
                                 2 somewhat satisfied
                                 3 dissatisfied
         ITERS:                  RANGE:
                                 QXQ: No Q x Q needed.                                                          INSTRUCTIONS:

===========================================================================================================================================
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APRILJOBSATISFY(6)          How satisfied (are/were) you with your relationships with co-workers at        SAMPLE:
AQ number: 481              APRILJOBEMPLOYER?  (Are/Were) you...

                           1 very satisfied                                                                          SKIP:
                           2 somewhat satisfied
                           3 dissatisfied
   ITERS:                  RANGE:
                           QXQ: No Q x Q needed.                                                 INSTRUCTIONS:

========================================================================================================================

APRILJOBSATISFY(7)          How satisfied (are/were) you with your opportunity for further education at      SAMPLE:
AQ number: 482             "APRILJOBEMPLOYER"? (Are/Were) you...

                           1 very satisfied                                                                          SKIP:
                           2 somewhat satisfied
                           3 dissatisfied
   ITERS:                  RANGE:
                           QXQ: No Q x Q needed.                                                 INSTRUCTIONS:

========================================================================================================================

APRILJOBPOTENTIAL           Would you say your job at "APRILJOBEMPLOYER" (has/had)...                        SAMPLE:
AQ number: 483

                           1 Definite career potential                                                              SKIP:
                           2 Possible career potential or
                           3 Not much career potential
   ITERS:                  RANGE:
                           QXQ: No Q x Q needed.                                                 INSTRUCTIONS:

========================================================================================================================

APRILJOBBENEFITS            (Did your job/Does your job) at "APRILJOBEMPLOYER" provide:                      SAMPLE:
AQ number: 484             Health or dental insurance

                           1 YES                                                                                    SKIP:
                           2 NO
   ITERS:                  RANGE:
                           QXQ: Code yes if company offers the benefit, even if                  INSTRUCTIONS:
                                the R is not taking advantage of the benefits.
========================================================================================================================

APRILJOBBENEFITS(1)  AQ     (Did your job/Does your job) at "APRILJOBEMPLOYER" provide:                      SAMPLE:
Number: 485               Retirement benefits

                           1 YES                                                                                    SKIP:
                           2 NO
   ITERS:                  RANGE:
                           QXQ: Code yes if company offers the benefit, even if                  INSTRUCTIONS:
                                the R is not taking advantage of the benefits.
========================================================================================================================

APRILJOBBENEFITS(2)  AQ     (Did your job/Does your job) at "APRILJOBEMPLOYER" provide:                      SAMPLE:
Number: 486               Paid vacation or holidays

                           1 YES                                                                                    SKIP:
                           2 NO
   ITERS:                  RANGE:
                           QXQ: Code yes if company offers the benefit, even if                  INSTRUCTIONS:
                                the R is not taking advantage of the benefits.
========================================================================================================================

APRILJOBBENEFITS(3)  AQ     (Did your job/Does your job) at "APRILJOBEMPLOYER" provide:                      SAMPLE:
Number: 487               Paid sick leave

                           1 YES                                                                                    SKIP:
                           2 NO
   ITERS:                  RANGE:
                           QXQ: Code yes if company offers the benefit, even if                  INSTRUCTIONS:
                                the R is not taking advantage of the benefits.
========================================================================================================================

APRILJOBBENEFITS(4)  AQ     (Did your job/Does your job) at "APRILJOBEMPLOYER" provide:                      SAMPLE:
Number: 488               Tuition reimbursement benefits

                           1 YES                                                                                    SKIP:
                           2 NO
ITERS:                     RANGE:
                           QXQ: Code yes if company offers the benefit, even if                  INSTRUCTIONS:
                                the R is not taking advantage of the benefits.
```

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=========================================================================================================================================
APRILJOBBENEFITS(5)  AQ          (Did your job/Does your job) at "APRILJOBEMPLOYER" provide:                SAMPLE:
   Number: 489                    Family related benefits such as maternity leave, child care or elder care

                                  1 YES                                                                                    SKIP:
                                  2 NO
   ITERS:                         RANGE:
                                  QXQ: Family related benefits include maternity or                        INSTRUCTIONS:
                                     paternity leave, on-site child care, child care
                                     assistance, elder care, and sick child care.
=========================================================================================================================================

APRILFILTERPJOB                   Is this job with "APRILJOBEMPLOYER" also the job at which you worked the most    SAMPLE:
AQ number: 490                    number of hours in 1993 since graduation?

                                  1 YES                                                                     SKIP: IF APRILFILTERPJOB EQUAL TO 1, DK, REF GOTO
                                  2 NO                                                                      TEACH.
   ITERS:                         RANGE:
                                  QXQ: No Q x Q needed.                                                     INSTRUCTIONS:

=========================================================================================================================================

PJOBLIST   AQ Number: 503         Which of the following jobs was your primary job in 1993? By primary, I mean the   SAMPLE:
                                  job that you worked the most number of hours during 1993 since graduation.

                                  INSERT ALL JOBS WORKED DURING 1993 FROM JOBLIST PLUS                      SKIP: IF PJOBLIST EQUAL TO REF THEN GOTO TEACH
                                  91.  INSERT NEW JOB
   ITERS:                         RANGE:
                                  QXQ: No QXQ needed.                                                       INSTRUCTIONS:

=========================================================================================================================================

PJOBSTART                         When did you start working there?                                        SAMPLE:
AQ number: 507

                                                                                                           SKIP:
   ITERS:                         RANGE: 1/12, 91/94
                                  QXQ: If R was employed for any portion of a month (even                  INSTRUCTIONS:
                                     just one day), R is considered to be employed for
                                     the month by the employer.
=========================================================================================================================================

PJOBEND                           When did you stop working there?                                         SAMPLE:
AQ number: 508                    (INTERVIEWER: IF STILL EMPLOYED, CODE 96/96)

                                                                                                           SKIP:
   ITERS:                         RANGE: 1/12, 91/94, 96
                                  QXQ: If R was employed for any portion of a month (even                  INSTRUCTIONS:
                                     just one day),  R is  considered to be employed
                                     for the month by the employer.
=========================================================================================================================================

CONFIRM(2)  AQ Number: 510        Name of your employer which you worked the most total number of hours in 1993 was:  SAMPLE:
                                  (INSERT FROM LIST OF EMPLOYERS)

                                  Show start and end dates and confirm

                                  1 YES                                                                     SKIP: IF CONFIRM(2) EQUAL TO 1 THEN GOTO
                                  2 NO                                                                      PJOBOCCUPATION
   ITERS:                         RANGE:
                                  QXQ: No QXQ needed.                                                       INSTRUCTIONS:
=========================================================================================================================================

PJOBEMPLOYER                      What was the name of the employer where you worked the most total number of hours   SAMPLE:
AQ number: 512                    in 1993 since graduation?
                                  DO NOT USE ABBREVIATIONS

                                                                                                           SKIP:
   ITERS:                         RANGE:
                                  QXQ: No Q x Q needed.                                                     INSTRUCTIONS:

=========================================================================================================================================

PJOBOCCUPATIONV                   What (is/was) your occupation at PJOBEMPLOYER?                           SAMPLE:
AQ number: 515                    IF NECESSARY: Can you describe your job? What type of work (did you/do you) do at
                                  "PJOBEMPLOYER"?
                                  (INTERVIEWER: DO NOT USE ABBREVIATIONS AND CODE OCCUPATION)

                                                                                                           SKIP:
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ITERS:                         RANGE:
                               QXQ: Spell out the occupation completely; do not use         INSTRUCTIONS:
                                    abbreviations.
==========================================================================================================================
PJOBINDUSTRYV                  And what type of business or industry (was/is) that?  (For example, a grocery    SAMPLE:
AQ number: 518                 store, restaurant, retail shoe store, automobile factory, state government
                               agency)
                               INTERVIEWER PLEASE CODE INDUSTRY ON THE NEXT SCREEN
                               INDUSTRY CODING
                                                                                          SKIP:
ITERS:                         RANGE:
                               QXQ: Spell out the type of business or industry; do not     INSTRUCTIONS: CODING PROGRAM
                                    use abbreviations.
==========================================================================================================================
PJOB#HOURS                     How many hours a week (do you/did you) work at "PJOBEMPLOYER"? (IF NEEDED:  What    SAMPLE:
AQ number: 521                 do you think is the average number of hours you work each week?)
                                                                                          SKIP:
ITERS:                         RANGE: 1/90
                               QXQ: If R has an unusual work schedule, ask R the           INSTRUCTIONS:
                                    average number of hours worked per week during the
                                    past month.
==========================================================================================================================
JOBSTUDENTP                    During the time you worked for "PJOBEMPLOYER" were you also enrolled in school?    SAMPLE: IF POSTBAED EQUAL TO 2, REF, DK, MISSING AND
AQ number: 522                                                                                     ENROLL(N)_N EQUAL TO 2, REF, DK THEN GOTO
                                                                                                   PJOBSTSALARY$
                               1 YES                                                                       SKIP: IF JOBSTUDENTP EQUAL TO 2, REF, DK THEN GOTO
                               2 NO                                                                              PJOBSTSALARY$
ITERS:                         RANGE:
                               QXQ: No Q x Q needed.                                        INSTRUCTIONS:
==========================================================================================================================
PJOBPRIMARY                    During the time you worked for PJOBEMPLOYER, did you consider yourself primarily    SAMPLE:
AQ number: 523                 to be...?
                               1 a student                                                 SKIP:
                               2 an employee
ITERS:                         RANGE:
                               QXQ: No Q x Q needed.                                        INSTRUCTIONS:
==========================================================================================================================
PJOBONCAMPUS                   (Is/was) this job located on campus?                        SAMPLE:
AQ number: 524
                               1 YES                                                                       SKIP:
                               2 NO
ITERS:                         RANGE:
                               QXQ: On campus means that location of the workplace is       INSTRUCTIONS:
                                    physically on the college campus.  The college
                                    does not have to be the employer.
==========================================================================================================================
PJOBSTUDENT                    (Is/Was) this job a...                                      SAMPLE:
AQ number: 525
                               1 teaching assistantship                                                    SKIP:
                               2 research assistantship
                               3 internship
                               4 co-op placement
                               5 was it none of these?
ITERS:                         RANGE:
                               QXQ: Internship: a supervised practical training            INSTRUCTIONS:
                                    providing work experience and credits toward a
                                    degree program.
==========================================================================================================================
PJOBSTSALARY$                  How much were you earning with PJOBEMPLOYER in (December 1993/stopdate)? Please    SAMPLE:
AQ number: 526                 include any commissions, tips or bonuses.
                               (INTERVIEWER:  ENTER DOLLAR AMOUNT IN THIS FIELD, INCLUDING DECIMAL POINT)
                                                                                          SKIP:
ITERS:                         RANGE: 0/999000.00
                               QXQ: For workers with non-standard incomes (such as         INSTRUCTIONS: For time, insert earliest date
                                    commission or piece paid workers), record total                      between December 1993 and
                                    wage/salary income for the entire month.                             PJOBEMPLOYER stop date.
==========================================================================================================================
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PJOBSTSALARYPER                   Was that...                                              SAMPLE:
AQ number: 527                    (IF ANOTHER RATE IS GIVEN, CONVERT TO AN ALLOWABLE CODE)

                                  1 Per hour (Hourly rate)                                 SKIP:
                                  2 Per day (Daily rate)
                                  3 Per week (Weekly)
                                  4 Per month (Monthly)
                                  5 Per year (Annual salary)
        ITERS:                    RANGE:
                                  QXQ: For workers with non-standard incomes (such as      INSTRUCTIONS:
                                       commission or piece paid workers), record total
                                       wage/salary income for the entire month.
=========================================================================================================================
PJOBSALARY_CHECK                  You said you make "PJOBSTSALARY$" per "PJOBSTSALARYPER".  Is that right?   SAMPLE:
AQ number: 528

                                  1 YES                                                    SKIP:
                                  2 NO
        ITERS:                    RANGE:
                                  QXQ: No Q x Q needed.                                    INSTRUCTIONS:
=========================================================================================================================
PJOBTYPE                          Would you say this job (is/was)...                        SAMPLE: ASK ONLY IF OCC/IND IS UNCODED
AQ number: 529

                                  1 Professional                                           SKIP:
                                  2 Managerial
                                  3 Technical
                                  4 or some other type (INCLUDE CLERICAL, UNSKILLED LABOR, ETC.)
        ITERS:                    RANGE:
                                  QXQ: Professional: related to a profession (an           INSTRUCTIONS:
                                       occupation or vocation rquiring training in the
                                       liberal arts or the sciences and advanced study in
                                       a specialized field, for example law or medicine).
=========================================================================================================================
PJOBSECT                          Is "PJOBEMPLOYER" ...                                     SAMPLE:
AQ number: 530

                                  1 a for-profit firm or private individual                SKIP:
                                  2 a non-profit organization
                                  3 a branch of the Federal government
                                  4 part of the State government
                                  5 a local government unit or
                                  6 are you self-employed?
        ITERS:                    RANGE:
                                  QXQ: No Q x Q needed.                                     INSTRUCTIONS:
=========================================================================================================================
PJOBDEGREE                        Was a college degree required to obtain this job?         SAMPLE:
AQ number: 531

                                  1 YES                                                    SKIP:
                                  2 NO
        ITERS:                    RANGE:
                                  QXQ: No Q x Q needed.                                     INSTRUCTIONS:
=========================================================================================================================
PJOBOBTAIND                       How did you find out about this job?                      SAMPLE:
AQ number: 532                    CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED

                                   1 REFERRED BY FAMILY, FRIENDS, PROFESSORS                SKIP:
                                   2 WANT AD
                                   3 CAMPUS JOB PLACEMENT OFFICE
                                   4 EXPLORED POSSIBLE JOB OPPORTUNITIES THROUGH INTERVIEW
                                   5 WAS RECRUITED BY HEADHUNTER /EMPLOYMENT AGENCY/RECRUITER
                                   6 ADVANCEMENT IN COMPANY WHERE PREVIOUSLY EMPLOYED
                                   7 VOLUNTEER/INTERNSHIP WORK IN FIELD
                                   8 CONTACTED IN RESPONSE TO BLIND RESUME
                                   9 RECRUITING FAIR
                                  10 PROFESSIONAL OR TRADE JOURNAL
                                  11 JOB ANNOUNCEMENT IN UNEMPLOYMENT OFFICE
                                  12 PROFESSIONAL MEETING
                                  13 RESPONSE TO WANT AD I PLACED
                                  14 OTHER
```

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ITERS:                          RANGE:
                                QXQ: Campus job placement office: office is a part of     INSTRUCTIONS:
                                     the college or university.

                                     Headhunter: recruits personnel for corporations.

                                     Recruiting fair: gathering to inform individuals
                                     seeking employment about jobs available from
                                     various employers.
================================================================================================================================

PJOBOFFERSF                     Did you receive any other job offers for similar positions in this field?     SAMPLE:
AQ number: 533


                                1 YES                                                                         SKIP: IF PJOBOFFERSF EQUAL TO 2 THEN GOTO
                                2 NO                                                                                 PJOBRELATED2
ITERS:                          RANGE:
                                QXQ: No Q x Q needed.                                     INSTRUCTIONS:


================================================================================================================================

PJOBOFFERSO   AQ Number: 534    How many other job offers did you receive?                SAMPLE:

                                                                                          SKIP:
ITERS:                          RANGE: 1/900
                                QXQ: No Q x Q needed.                                     INSTRUCTIONS:

================================================================================================================================

PJOBRELATED2                    How closely related is this job to your field of study?   SAMPLE:
AQ number: 535


                                1 closely                                                 SKIP: IF PJOBRELATED EQUAL TO 1 or 2 THEN GOTO
                                2 somewhat                                                      PJOBSATISIFY.
                                3 not at all
ITERS:                          RANGE:
                                QXQ: Field of study is the most current field of study.   INSTRUCTIONS:
                                     If R is not in graduate school, then the field of
                                     study refers to the Bacclaureate degree major.
================================================================================================================================

PJOBREASON                      What was your main reason for taking this job?            SAMPLE:
AQ number: 536


                                1 ONLY JOB I COULD FIND                                   SKIP:
                                2 PAY WAS BETTER THAN OTHER JOB(S)
                                3 HELD JOB PRIOR TO GRADUATING
                                4 CURIOUS ABOUT THIS TYPE OF WORK
                                5 BETTER OPPORTUNITY FOR ADVANCEMENT
                                6 OPPORTUNITY TO HELP PEOPLE / BE USEFUL TO SOCIETY
                                7 WANTED TO WORK IN A "MANUAL" OCCUPATION
                                8 OTHER
ITERS:                          RANGE:
                                QXQ: "Manual" occupation: a job that involves working     INSTRUCTIONS:
                                     with your hands.
================================================================================================================================

PJOBSATISFY   AQ Number: 537    Were you satisfied with the pay at PJOBEMPLOYER? Were you...    SAMPLE:

                                1 very satisfied                                                        SKIP:
                                2 somewhat satisfied
                                3 dissatisfied
ITERS:                          RANGE:
                                QXQ: No Q x Q needed.                                     INSTRUCTIONS:


================================================================================================================================

PJOBSATISFACTION                Were you satisfied with the fringe benefits at "PJOBEMPLOYER"? Were you...    SAMPLE:
AQ number: 538


                                1 very satisfied                                                        SKIP:
                                2 somewhat satisfied
                                3 dissatisfied
ITERS:                          RANGE:
                                QXQ: Fringe Benefits: Any non-salary benefits offered     INSTRUCTIONS:
                                     by an employer to its employees.  Examples:
                                         - Group health insurance
                                         - Paid vacation time
                                         - Company child care program
                                         - Paid sick leave
================================================================================================================================
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PJOBSATISFY(1)                    Were you satisfied with the importance and challenge of your job at          SAMPLE:
AQ number: 539                    "PJOBEMPLOYER"? Were you...

                                  1 very satisfied                                                            SKIP:
                                  2 somewhat satisfied
                                  3 dissatisfied
       ITERS:                     RANGE:
                                  QXQ: No Q x Q needed.                                          INSTRUCTIONS:

==================================================================================================================================
PJOBSATISFY(2)                    Were you satisfied with the working conditions at "PJOBEMPLOYER"? Were you...  SAMPLE:
AQ number: 540

                                  1 very satisfied                                                            SKIP:
                                  2 somewhat satisfied
                                  3 dissatisfied
       ITERS:                     RANGE:
                                  QXQ: No Q x Q needed.                                          INSTRUCTIONS:
==================================================================================================================================
PJOBSATISFY(3)                    Were you satisfied with your opportunity for promotion at "PJOBEMPLOYER"? Were  SAMPLE:
AQ number: 541                    you...

                                  1 very satisfied                                                            SKIP:
                                  2 somewhat satisfied
                                  3 dissatisfied
       ITERS:                     RANGE:
                                  QXQ: No Q x Q needed.                                          INSTRUCTIONS:

==================================================================================================================================
PJOBSATISFY(4)                    Were you satisfied with job security at "PJOBEMPLOYER"? Were you...            SAMPLE:
AQ number: 542

                                  1 very satisfied                                                            SKIP:
                                  2 somewhat satisfied
                                  3 dissatisfied
       ITERS:                     RANGE:
                                  QXQ: Job security deals with how likely it is that a                INSTRUCTIONS:
                                       particular job will be phased out in a given time
                                       or how likely the R is to be fired or laid off.
==================================================================================================================================
PJOBSATISFY(5)                    Were you satisfied with your supervisor at "PJOBEMPLOYER"? Were you...         SAMPLE:
AQ number: 543

                                  1 very satisfied                                                            SKIP:
                                  2 somewhat satisfied
                                  3 dissatisfied
       ITERS:                     RANGE:
                                  QXQ: No Q x Q needed.                                          INSTRUCTIONS:

==================================================================================================================================
PJOBSATISFY(6)                    Were you satisfied with your relationships with co-workers at "PJOBEMPLOYER"? Were  SAMPLE:
AQ number: 544                    you...

                                  1 very satisfied                                                            SKIP:
                                  2 somewhat satisfied
                                  3 dissatisfied
       ITERS:                     RANGE:
                                  QXQ: No Q x Q needed.                                          INSTRUCTIONS:

==================================================================================================================================
PJOBSATISFY(7)                    Were you satisfied with your opportunity for further education at "PJOBEMPLOYER"?   SAMPLE:
AQ number: 545                    Were you...

                                  1 very satisfied                                                            SKIP:
                                  2 somewhat satisfied
                                  3 dissatisfied
       ITERS:                     RANGE:
                                  QXQ: No Q x Q needed.                                          INSTRUCTIONS:

==================================================================================================================================
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PJOBPOTENTIAL                     Would you say your job at "PJOBEMPLOYER" had...           SAMPLE:
AQ number: 546

                                  1 Definite career potential                                           SKIP:
                                  2 Possible career potential or
                                  3 Not much career potential
      ITERS:                      RANGE:
                                  QXQ: No Q x Q needed.                                     INSTRUCTIONS:

========================================================================================================================
PJOBBENEFITS1  AQ Number: 547     Did your job at "PJOBEMPLOYER" provide:                   SAMPLE:
                                  Health or dental insurance

                                  1 YES                                                                  SKIP:
                                  2 NO
      ITERS:                      RANGE:
                                  QXQ: Code yes if company offers the benefit, even if      INSTRUCTIONS:
                                       the R is not taking advantage of the benefits.
========================================================================================================================
PJOBBENEFITS2  AQ Number: 548     Did your job at "PJOBEMPLOYER" provide:                   SAMPLE:
                                  Retirement benefits

                                  1 YES                                                                  SKIP:
                                  2 NO
      ITERS:                      RANGE:
                                  QXQ: Code yes if company offers the benefit, even if      INSTRUCTIONS:
                                       the R is not taking advantage of the benefits.
========================================================================================================================
PJOBBENEFITS3  AQ Number: 549     Did your job at "PJOBEMPLOYER" provide:                   SAMPLE:
                                  Paid vacation or holidays

                                  1 YES                                                                  SKIP:
                                  2 NO
      ITERS:                      RANGE:
                                  QXQ: Code yes if company offers the benefit, even if      INSTRUCTIONS:
                                       the R is not taking advantage of the benefits.
========================================================================================================================
PJOBBENEFITS4  AQ Number: 550     Did your job at "PJOBEMPLOYER" provide:                   SAMPLE:
                                  Paid sick leave

                                  1 YES                                                                  SKIP:
                                  2 NO
      ITERS:                      RANGE:
                                  QXQ: Code yes if company offers the benefit, even if      INSTRUCTIONS:
                                       the R is not taking advantage of the benefits.
========================================================================================================================
PJOBBENEFITS5  AQ Number: 551     Did your job at "PJOBEMPLOYER" provide:                   SAMPLE:
                                  Tuition Reimbursement Benefits

                                  1 YES                                                                  SKIP:
                                  2 NO
      ITERS:                      RANGE:
                                  QXQ: Code yes if company offers the benefit, even if      INSTRUCTIONS:
                                       the R is not taking advantage of the benefits.
========================================================================================================================
PJOBBENEFITS6  AQ Number: 552     Did your job at "PJOBEMPLOYER" provide:                   SAMPLE:
                                  Family related benefits such as maternity leave, child care or elder care

                                  1 YES                                                                  SKIP:
                                  2 NO
      ITERS:                      RANGE:
                                  QXQ: Family related benefits include maternity or         INSTRUCTIONS:
                                       paternity leave, on-site child care, child care
                                       assistance, elder care, and sick child care.
========================================================================================================================
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TEACH                           Now I have some questions about teaching.              SAMPLE:
AQ number: 559                  Have you ever trained or worked as a teacher at the preschool, grade school, or
                                high school level, or are you currently considering teaching at these levels?

                                1 YES                                                  SKIP: IF "TEACH" EQUAL TO 2 THEN GOTO
                                2 NO                                                         EMPLOYERTRAINING
     ITERS:                     RANGE:
                                QXQ: Do not include tutoring.                          INSTRUCTIONS:
                                     Do not include post-secondary teaching experiences
                                     (teaching above the high school level).
===================================================================================================================================

CERTIFIE                        Are you certified or licensed by any state to teach?   SAMPLE:
AQ number: 560

                                1 YES                                                  SKIP: IF "CERTIFIE" EQUAL TO 2 THEN GOTO
                                2 NO                                                         "APPLICAT"
     ITERS:                     RANGE:
                                QXQ: In almost every state one must have or be working  INSTRUCTIONS:
                                     towards state certification in teaching to teach
                                     in  public schools.  Each state has its own
                                     certification methods and some states accept
                                     certification of another state. One does not need
                                     to have certification to teach in most state's
                                     private schools.
===================================================================================================================================

CERTIFIB                        In how many states are you currently certified?        SAMPLE:
AQ number: 561

                                                                                       SKIP:
     ITERS: 1                    RANGE: 1/52
                                QXQ: No Q x Q needed.                                   INSTRUCTIONS:
===================================================================================================================================

CERTDATE                        When was that certificate issued?                      SAMPLE:
AQ number: 563

                                                                                       SKIP:
     ITERS: 10                  RANGE: 1/12, 40/94
                                QXQ: May be the date of notice of certification, the   INSTRUCTIONS: DATE MUST BE EARLIER THAN CURRENT
                                     date passed the certification examination, or the              DATE.
                                     date the actual certificate was received.
CERTSTAT                        (Since you are certified in more than ten states, may I have the names of the ten  SAMPLE:
AQ number: 563                  most recent certifications)
                                What state is that?
                                ELSE
                                What state is the first? -

                                                                                       SKIP:
     ITERS: 10                  RANGE:
                                QXQ: If respondent is certified in more than 10 states, INSTRUCTIONS: INSERT PREAMBLE ONLY IF  CERTIFIB
                                     pick up the information for the 10 most recent                   IS GREATER THAN 10.
                                     certifications.
===================================================================================================================================

CERTYPE                         What kind of certificate or license do you currently hold in that state?  SAMPLE:
AQ number: 566

                                1 Regular                                              SKIP:
                                2 Advanced
                                3 Probationary (all requirements satisfied except completion of
                                probationary period)
                                4 Temporary (additional coursework or student teaching required)
                                5 Emergency (insufficient teacher preparation; must complete
                                regular certification program to continue teaching)
                                6 Other
     ITERS: 10                  RANGE:
                                QXQ: No Q x Q needed.                                   INSTRUCTIONS:
===================================================================================================================================

NEW_QS AQ number: 567           Are you certified through an alternative certification program issued by that  SAMPLE:
                                state?

                                1 YES                                                  SKIP: IF NEW_QS EQUAL TO 2 THEN GOTO OTHCERT
                                2 NO
ITERS: 10                       RANGE:
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                          QXQ: If R is unclear what an alternative certificate        INSTRUCTIONS:
                               program is, record NO.
=====================================================================================================================================
    NEW_QS2  AQ Number: 568            What type of alternative certification program did you complete?  (RECORD   SAMPLE:
                                       VERBATIM)

                                                                                                           SKIP:
    ITERS: 10                          RANGE:
                                       QXQ: NO QXQ NEEDED.                                                  INSTRUCTIONS:

=====================================================================================================================================
    OTHCERT AQ number : 570            Do you have certification from other accrediting organizations (such as private   SAMPLE:
                                       schools)?

                                       1 YES                                                                        SKIP:
                                       2 NO
    ITERS:                             RANGE:
                                       QXQ: Some religious organizations certify teachers.                 INSTRUCTIONS:

=====================================================================================================================================
    FIELDCER                           What level(s) are you certified to teach?                           SAMPLE:
    AQ number: 571                     CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED

                                       1 PREKINDERGARTEN                                    SKIP: IF FIELD CER IS ONLY EQUAL TO 6 THEN GOTO
                                       2 KINDERGARTEN                                             FIELDCER2
                                       3 LOWER ELEMENTARY
                                       4 UPPER ELEMENTARY
                                       5 MIDDLE SCHOOL/JUNIOR HIGH
                                       6 HIGH SCHOOL
    ITERS:                             RANGE:
                                       QXQ: Lower elementary EQUAL TO grades 1-3                            INSTRUCTIONS:
                                            Upper elementary EQUAL TO grades 4-6
                                            Middle school EQUAL TO grades 6-9
                                            High school EQUAL TO grades 9-12
=====================================================================================================================================
    FIELDEND                           In addition to your "CERTYPE" certificate, do you have any other teaching   SAMPLE:
    AQ number: 573                     certificates or special subject endorsements?

                                       1 YES                                                                        SKIP:
                                       2 NO
    ITERS:                             RANGE:
                                       QXQ: No Q x Q needed.                           INSTRUCTIONS: DO NOT ASK IF TEACHES HIGH SCHOOL

=====================================================================================================================================
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FIELDCER2                          In what subject fields are you certified?                          SAMPLE:
AQ number: 574                     CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED

                                   BUSINESS AND VOCATIONAL                                            SKIP: IF ONLY ONE CODE CHOSEN THEN GOTO
                                   01 ACCOUNTING                                                            "APPLICAT"
                                   02 AGRICULTURE
                                   03 BUSINESS, MARKETING
                                   04 HEALTH OCCUPATIONS
                                   05 HOME ECONOMICS
                                   06 INDUSTRIAL ARTS
                                   07 MILITARY SCIENCE
                                   08 TECHNICAL
                                   09 TRADE AND INDUSTRY
                                   10 OTHER VOCATIONAL EDUCATION

                                   SCIENCE AND MATHEMATICS
                                   11 BIOLOGY/LIFE SCIENCE
                                   12 CHEMISTRY
                                   13 GEOLOGY/EARTH SCIENCE/SPACE SCIENCE
                                   14 PHYSICS
                                   15 COMPUTER SCIENCE
                                   16 MATHEMATICS
                                   17 GENERAL AND ALL OTHER SCIENCE

                                   FOREIGN LANGUAGES
                                   18 BILINGUAL EDUCATION
                                   19 FRENCH
                                   20 GERMAN
                                   21 LATIN
                                   22 RUSSIAN
                                   23 SPANISH
                                   24 OTHER FOREIGN LANGUAGES

                                   SPECIAL EDUCATION
                                   25 BASIC SKILLS AND REMEDIAL EDUCATION
                                   26 DEAF AND HARD OF HEARING
                                   27 EMOTIONALLY DISTURBED
                                   28 GIFTED
                                   29 MENTALLY RETARDED
                                   30 MILDLY HANDICAPPED
                                   31 ORTHOPEDICALLY HANDICAPPED
                                   32 SEVERELY HANDICAPPED
                                   33 SPECIFIC LEARNING DISABILITIES
                                   34 SPEECH/LANGUAGE IMPAIRED
                                   35 VISUALLY HANDICAPPED
                                   36 SPECIAL EDUCATION, GENERAL
                                   37 OTHER SPECIAL EDUCATION

                                   ENGLISH/LANGUAGE ARTS
                                   38 ENGLISH AS A SECOND LANGUAGE
                                   39 ENGLISH LANGUAGE ARTS
                                   40 JOURNALISM
                                   41 READING

                                   SOCIAL SCIENCES
                                   42 AMERICAN INDIAN STUDIES (NATIVE AMERICAN)
                                   43 PHILOSOPHY
                                   44 RELIGION
                                   45 SOCIAL STUDIES/SOCIAL SCIENCE (history, government, law, civics, etc)

                                   THE ARTS
                                   46 ART
                                   47 DANCE
                                   48 DRAMA/THEATER
                                   49 MUSIC

                                   OTHER
                                   50 PHYSICAL EDUCATION/HEALTH
                                   51 GENERAL ELEMENTARY
                                   52 KINDERGARTEN
                                   53 PREKINDERGARTEN
                                   54 ALL OTHERS
      ITERS:                       RANGE:
                                   QXQ: No Q x Q needed.                                              INSTRUCTIONS:

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BESTQUAL                    In which of those fields are you best qualified to teach?          SAMPLE:
AQ number: 577

                            BUSINESS AND VOCATIONAL                                            SKIP:
                            01 ACCOUNTING
                            02 AGRICULTURE
                            03 BUSINESS, MARKETING
                            04 HEALTH OCCUPATIONS
                            05 HOME ECONOMICS
                            06 INDUSTRIAL ARTS
                            07 MILITARY SCIENCE
                            08 TECHNICAL
                            09 TRADE AND INDUSTRY
                            10 OTHER VOCATIONAL EDUCATION

                            SCIENCE AND MATHEMATICS
                            11 BIOLOGY/LIFE SCIENCE
                            12 CHEMISTRY
                            13 GEOLOGY/EARTH SCIENCE/SPACE SCIENCE
                            14 PHYSICS
                            15 COMPUTER SCIENCE
                            16 MATHEMATICS
                            17 GENERAL AND ALL OTHER SCIENCE

                            FOREIGN LANGUAGES
                            18 BILINGUAL EDUCATION
                            19 FRENCH
                            20 GERMAN
                            21 LATIN
                            22 RUSSIAN
                            23 SPANISH
                            24 OTHER FOREIGN LANGUAGES

                            SPECIAL EDUCATION
                            25 BASIC SKILLS AND REMEDIAL EDUCATION
                            26 DEAF AND HARD OF HEARING
                            27 EMOTIONALLY DISTURBED
                            28 GIFTED
                            29 MENTALLY RETARDED
                            30 MILDLY HANDICAPPED
                            31 ORTHOPEDICALLY HANDICAPPED
                            32 SEVERELY HANDICAPPED
                            33 SPECIFIC LEARNING DISABILITIES
                            34 SPEECH/LANGUAGE IMPAIRED
                            35 VISUALLY HANDICAPPED
                            36 SPECIAL EDUCATION, GENERAL
                            37 OTHER SPECIAL EDUCATION

                            ENGLISH/LANGUAGE ARTS
                            38 ENGLISH AS A SECOND LANGUAGE
                            39 ENGLISH LANGUAGE ARTS
                            40 JOURNALISM
                            41 READING

                            SOCIAL SCIENCES
                            42 AMERICAN INDIAN STUDIES (NATIVE AMERICAN)
                            43 PHILOSOPHY
                            44 RELIGION
                            45 SOCIAL STUDIES/SOCIAL SCIENCE (history, government, law, civics, etc)

                            THE ARTS
                            46 ART
                            47 DANCE
                            48 DRAMA/THEATER
                            49 MUSIC

                            OTHER
                            50 PHYSICAL EDUCATION/HEALTH
                            51 GENERAL ELEMENTARY
                            52 KINDERGARTEN
                            53 PREKINDERGARTEN
                            54 ALL OTHERS
ITERS:                      RANGE:
                            QXQ: Get R's personal evaluation of what they are best        INSTRUCTIONS: CODES SHOULD BE THOSE CHOSEN IN
                                 qualified to teach, not necessarily what R is best                     "FIELDCER2".
                                 trained or educated in.
=====================================================================================================================================
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APPLICAT                          Beginning around your graduation, how many applications for teaching positions    SAMPLE:
AQ number: 578                    have you submitted?

                                                                                                                    SKIP: IF "APPLICAT" EQUAL TO 0 THEN GOTO
       ITERS:                     RANGE: 0/500                                                                                           "NEVAPPLI"
                                  QXQ: "Graduation" refers to your recent graduation from
                                       your bachelor degree program.                                                INSTRUCTIONS:
==================================================================================================================================================

       OFFERS                     How many offers for teaching positions have you received?                        SAMPLE:
AQ number: 579

                                                                                                                    SKIP: IF "OFFERS" EQUAL TO 0 THEN GOTO B4DEGREE
       ITERS:                     RANGE: 0/100
                                  QXQ: Teaching offers can be formal or informal, written                          INSTRUCTIONS:
                                       or verbal.
==================================================================================================================================================

       ACCOFFER                   Did you accept (THAT OFFER/ANY OF THOSE OFFERS)?                                  SAMPLE:
AQ number: 581

                                  1 YES                                                                             SKIP:  IF "ACCOFFER" EQUAL TO 2 THEN GOTO NOTACCEP;
                                  2 NO                                                                              IF "ACCOFFER" EQUAL TO 1 THEN GOTO
       ITERS:                     RANGE:                                                                                           "B4DEGREE"
                                  QXQ: No Q x Q needed.
                                                                                                                    INSTRUCTIONS:   IF "OFFERS" EQUAL TO 1 THEN LET
                                                                                                                    "INSERT EQUAL TO "that offer";  IF
                                                                                                                                   "OFFERS"GREATER THAN 1 LET "INSERT"
                                                                                                                    EQUAL TO "any of those offers"
==================================================================================================================================================

       NEVAPPLI                   What are the reasons you did not apply for a teaching position?                   SAMPLE:
AQ number: 582                    CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED

                                  1 ALREADY HAD TEACHING JOB                                                        SKIP: ALL INSTANCES GOTO "B4DEGREE"
                                  2 NOT INTERESTED IN TEACHING
                                  3 NEEDED MORE EDUCATION
                                  4 HAD COURSEWORK BUT NOT READY TO APPLY
                                  5 JOBS HARD TO GET
                                  6 STUDENT TEACHING WAS DISCOURAGING
                                  7 MORE MONEY OR PRESTIGE IN OTHER JOB
                                  8 WANTED OTHER OCCUPATION
                                  9 HAVEN'T TAKEN OR COULDN'T PASS THE REQUIRED TEST OR NOT YET CERTIFIED
                                  10 OTHER
       ITERS:                     RANGE:
                                  QXQ: No Q x Q needed.                                                             INSTRUCTIONS:

==================================================================================================================================================

       NOTACCEPT                  Why did you not accept a teaching position?                                       SAMPLE:
AQ number: 583                    CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED

                                  1 RECEIVED OFFER AFTER ANOTHER JOB WAS ACCEPTED                                   SKIP:
                                  2 PAY WAS NOT ADEQUATE
                                  3 JOB OFFER WAS TOO FAR AWAY FROM HOME
                                  4 JOB OFFER WAS IN A DANGEROUS OR DIFFICULT SCHOOL
                                  5 OFFER WAS NOT IN AREA FOR WHICH QUALIFIED
                                  6 ANOTHER JOB OFFERED MORE INTERESTING AND CHALLENGING WORK
                                  7 OTHER
       ITERS:                     RANGE:
                                  QXQ: Code all that apply.  If respondent indicates an                            INSTRUCTIONS:
                                       "other" and it seems similar to a category, probe
                                       to see if respondent agrees that that category
                                       should be chosen instead.
==================================================================================================================================================
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B4DEGREE                    Were you employed as a teacher by a school or district other than as a student or    SAMPLE:
AQ number: 584              substitute teacher before completing your degree requirements?

                           1 YES                                                                                SKIP:
                           2 NO
      ITERS:               RANGE:
                           QXQ: "Your degree requirements" refers to the              INSTRUCTIONS:
                                requirements for your recently obtained bachelor
                                degree.
========================================================================================================================================

TJOBS   AQ number: 585     Have you held any teaching jobs in a school since earning your degree? (DO NOT      SAMPLE:
                           INCLUDE STUDENT TEACHING, SUBSTITUTE TEACHING, TUTORING or TEACHER'S AIDES)

                           1 YES                                                                                SKIP: IF TJOBS EQUAL TO 2 THEN GOTO FALLTEACH
                           2 NO
      ITERS: 1             RANGE:
                           QXQ: Do not include student teaching, substitute           INSTRUCTIONS:
                                teaching, tutoring or teacher aide positions.
========================================================================================================================================

JOBST   AQ Number: 587     Which of the following jobs were teaching jobs?  CODE ALL THAT APPLY               SAMPLE:

                           INSERT JOB LIST FROM JOBNAME                                SKIP:
      ITERS:               RANGE:
                           QXQ: No QXQ needed.                                         INSTRUCTIONS:
========================================================================================================================================

SCHLNAME                   Please tell me a little about the most recent school you taught at;  the state and  SAMPLE:
AQ number: 589             city it is in and the name of the school

                           School Name:
                           ELSEC SCHOOL CODING MODULE

                                                                                       SKIP:
      ITERS: 1             RANGE:
                           QXQ: If R worked at multiple schools, ask the following     INSTRUCTIONS:
                                series about the school where he/she worked the
                                most number of hours or the school he/she
                                considered to be the home base school.
========================================================================================================================================

STARTJOB                   When did you start that teaching job?                                              SAMPLE:
AQ number: 595

                                                                                       SKIP:
      ITERS: 1             RANGE: 1/12, 91/94
                           QXQ: If R was employed as a teacher for any portion of      INSTRUCTIONS: DATE ENTERED MUST BE LESS THAN
                                a month (even just one day), R is considered                         CURRENT DATE AND GREATER THAN
                                employed at that teaching job for that month.                        GRADUATION DATE
========================================================================================================================================

CURRENT                    Are you currently employed at this job? (TEACHERS ON SUMMER VACATION AND PLANNING  SAMPLE:
AQ number: 597             TO RETURN TO THE SAME PUBLIC SCHOOL DISTRICT OR TO THE SAME SCHOOL NEXT YEAR, CODE
                           YES.)

                           1 YES                                                                                SKIP: IF CURRENT EQUAL TO 1 THEN GOTO GRADESTA
                           2 NO
      ITERS: 1             RANGE:
                           QXQ: No Q x Q needed.                                       INSTRUCTIONS:
========================================================================================================================================

ENDJOB                     When did you end that job?                                                         SAMPLE:
AQ number: 598

                                                                                       SKIP:
      ITERS: 1             RANGE: 1/12, 92/94
                           QXQ: If R was employed as a teacher for any portion of      INSTRUCTIONS: DATE ENTERED MUST BE LESS THAN
                                a month (even just one day), R is considered                         CURRENT DATE.
                                employed at that teaching job for that month.
========================================================================================================================================
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GRADESTA                        The following series refers to your full teaching assignment at all schools you      SAMPLE:
AQ number: 606                  were employed at between STARTJOB and ENDJOB.
                                What grades did/do you teach on this job?
                                CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED

                                01 PREKINDERGARTEN                                                          SKIP: IF "GRADESTA" IS CODED ONCE THEN GOTO
                                02 KINDERGARTEN                                                                   "mainfiel"
                                03 FIRST GRADE
                                04 SECOND GRADE
                                05 THIRD GRADE
                                06 FOURTH GRADE
                                07 FIFTH GRADE
                                08 SIXTH GRADE
                                09 SEVENTH GRADE
                                10 EIGHTH GRADE
                                11 NINTH GRADE
                                12 TENTH GRADE
                                13 ELEVENTH GRADE
                                14 TWELFTH GRADE
    ITERS: 1                    RANGE:
                                QXQ: No QxQ needed.                                                         INSTRUCTIONS: CODE ALL THAT APPLY

===============================================================================================================================================

MOSTTAUG  AQ number: 609        What grade did/do you teach the most?                                       SAMPLE:

                                01 PREKINDERGARTEN                                                          SKIP:
                                02 KINDERGARTEN
                                03 FIRST GRADE
                                04 SECOND GRADE
                                05 THIRD GRADE
                                06 FOURTH GRADE
                                07 FIFTH GRADE
                                08 SIXTH GRADE
                                09 SEVENTH GRADE
                                10 EIGHTH GRADE
                                11 NINTH GRADE
                                12 TENTH GRADE
                                13 ELEVENTH GRADE
                                14 TWELFTH GRADE
    ITERS:                      RANGE:
                                QXQ: MAIN GRADE IS THE GRADE WITH THE MOST STUDENTS                         INSTRUCTIONS: SELECT CODES FROM RESPONSES TO
                                                                                                                         GRADESTA
===============================================================================================================================================
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MAINFIEL                   What fields (DO/DID) you teach at this job?        SAMPLE:
AQ number: 610             CODE ALL THAT APPLY

                           BUSINESS AND VOCATIONAL                            SKIP: IF ONLY ONE FIELD THEN GOTO NPREPARE
                           01 ACCOUNTING
                           02 AGRICULTURE
                           03 BUSINESS, MARKETING
                           04 HEALTH OCCUPATIONS
                           05 HOME ECONOMICS
                           06 INDUSTRIAL ARTS
                           07 MILITARY SCIENCE
                           08 TECHNICAL
                           09 TRADE AND INDUSTRY
                           10 OTHER VOCATIONAL EDUCATION

                           SCIENCE AND MATHEMATICS
                           11 BIOLOGY/LIFE SCIENCE
                           12 CHEMISTRY
                           13 GEOLOGY/EARTH SCIENCE/SPACE SCIENCE
                           14 PHYSICS
                           15 COMPUTER SCIENCE
                           16 MATHEMATICS
                           17 GENERAL AND ALL OTHER SCIENCE

                           FOREIGN LANGUAGES
                           18 BILINGUAL EDUCATION
                           19 FRENCH
                           20 GERMAN
                           21 LATIN
                           22 RUSSIAN
                           23 SPANISH
                           24 OTHER FOREIGN LANGUAGES

                           SPECIAL EDUCATION
                           25 BASIC SKILLS AND REMEDIAL EDUCATION
                           26 DEAF AND HARD OF HEARING
                           27 EMOTIONALLY DISTURBED
                           28 GIFTED
                           29 MENTALLY RETARDED
                           30 MILDLY HANDICAPPED
                           31 ORTHOPEDICALLY HANDICAPPED
                           32 SEVERELY HANDICAPPED
                           33 SPECIFIC LEARNING DISABILITIES
                           34 SPEECH/LANGUAGE IMPAIRED
                           35 VISUALLY HANDICAPPED
                           36 SPECIAL EDUCATION, GENERAL
                           37 OTHER SPECIAL EDUCATION

                           ENGLISH/LANGUAGE ARTS
                           38 ENGLISH AS A SECOND LANGUAGE
                           39 ENGLISH LANGUAGE ARTS
                           40 JOURNALISM
                           41 READING

                           SOCIAL SCIENCES
                           42 AMERICAN INDIAN STUDIES (NATIVE AMERICAN)
                           43 PHILOSOPHY
                           44 RELIGION
                           45 SOCIAL STUDIES/SOCIAL SCIENCE (history, government, law, civics, etc)

                           THE ARTS
                           46 ART
                           47 DANCE
                           48 DRAMA/THEATER
                           49 MUSIC

                           OTHER
                           50 PHYSICAL EDUCATION/HEALTH
                           51 GENERAL ELEMENTARY
                           52 KINDERGARTEN
                           53 PREKINDERGARTEN
                           54 ALL OTHERS
ITERS: 1                   RANGE:
                           QXQ: No Q x Q needed.                              INSTRUCTIONS: CODE ALL THAT APPLY.

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OTHFIELD                        What (IS/WAS) the main field you (TEACH/TAUGHT) at this job?              SAMPLE:
AQ number: 613

                                BUSINESS AND VOCATIONAL                                        SKIP:
                                01 ACCOUNTING
                                02 AGRICULTURE
                                03 BUSINESS, MARKETING
                                04 HEALTH OCCUPATIONS
                                05 HOME ECONOMICS
                                06 INDUSTRIAL ARTS
                                07 MILITARY SCIENCE
                                08 TECHNICAL
                                09 TRADE AND INDUSTRY
                                10 OTHER VOCATIONAL EDUCATION

                                SCIENCE AND MATHEMATICS
                                11 BIOLOGY/LIFE SCIENCE
                                12 CHEMISTRY
                                13 GEOLOGY/EARTH SCIENCE/SPACE SCIENCE
                                14 PHYSICS
                                15 COMPUTER SCIENCE
                                16 MATHEMATICS
                                17 GENERAL AND ALL OTHER SCIENCE

                                FOREIGN LANGUAGES
                                18 BILINGUAL EDUCATION
                                19 FRENCH
                                20 GERMAN
                                21 LATIN
                                22 RUSSIAN
                                23 SPANISH
                                24 OTHER FOREIGN LANGUAGES

                                SPECIAL EDUCATION
                                25 BASIC SKILLS AND REMEDIAL EDUCATION
                                26 DEAF AND HARD OF HEARING
                                27 EMOTIONALLY DISTURBED
                                28 GIFTED
                                29 MENTALLY RETARDED
                                30 MILDLY HANDICAPPED
                                31 ORTHOPEDICALLY HANDICAPPED
                                32 SEVERELY HANDICAPPED
                                33 SPECIFIC LEARNING DISABILITIES
                                34 SPEECH/LANGUAGE IMPAIRED
                                35 VISUALLY HANDICAPPED
                                36 SPECIAL EDUCATION, GENERAL
                                37 OTHER SPECIAL EDUCATION

                                ENGLISH/LANGUAGE ARTS
                                38 ENGLISH AS A SECOND LANGUAGE
                                39 ENGLISH LANGUAGE ARTS
                                40 JOURNALISM
                                41 READING

                                SOCIAL SCIENCES
                                42 AMERICAN INDIAN STUDIES (NATIVE AMERICAN)
                                43 PHILOSOPHY
                                44 RELIGION
                                45 SOCIAL STUDIES/SOCIAL SCIENCE (history, government, law, civics, etc)

                                THE ARTS
                                46 ART
                                47 DANCE
                                48 DRAMA/THEATER
                                49 MUSIC

                                OTHER
                                50 PHYSICAL EDUCATION/HEALTH
                                51 GENERAL ELEMENTARY
                                52 KINDERGARTEN
                                53 PREKINDERGARTEN
                                54 ALL OTHERS
ITERS: 1                        RANGE:
                                QXQ: MAIN FIELD IS THE FIELD WITH THE MOST STUDENTS          INSTRUCTIONS: SELECT CODES FROM RESPONSES TO
                                                                                                           MAINFIEL.
=========================================================================================================================================
```

```
NPREPARE                    (Are you/were you) teaching any field for which you feel you (are not/were not)        SAMPLE:
AQ number: 614              adequately prepared?

                           1 YES                                                                          SKIP: IF NPREPARE EQUAL TO 2, REF, DK, MISSING
                           2 NO                                                                                 THEN GOTO FULLPART
     ITERS: 1              RANGE:
                           QXQ: Get R's personal evaluation of what they are not                          INSTRUCTIONS:
                                adequately prepared to teach, not necessarily what
                                R is least trained or educated in.
========================================================================================================================================================
```

NPREPAR2   What fields (are you/were you) teaching that you feel you (are not/were not)   SAMPLE:
AQ number: 615   adequately prepared to teach?

          BUSINESS AND VOCATIONAL   SKIP:
          01 ACCOUNTING
          02 AGRICULTURE
          03 BUSINESS, MARKETING
          04 HEALTH OCCUPATIONS
          05 HOME ECONOMICS
          06 INDUSTRIAL ARTS
          07 MILITARY SCIENCE
          08 TECHNICAL
          09 TRADE AND INDUSTRY
          10 OTHER VOCATIONAL EDUCATION

          SCIENCE AND MATHEMATICS
          11 BIOLOGY/LIFE SCIENCE
          12 CHEMISTRY
          13 GEOLOGY/EARTH SCIENCE/SPACE SCIENCE
          14 PHYSICS
          15 COMPUTER SCIENCE
          16 MATHEMATICS
          17 GENERAL AND ALL OTHER SCIENCE

          FOREIGN LANGUAGES
          18 BILINGUAL EDUCATION
          19 FRENCH
          20 GERMAN
          21 LATIN
          22 RUSSIAN
          23 SPANISH
          24 OTHER FOREIGN LANGUAGES

          SPECIAL EDUCATION
          25 BASIC SKILLS AND REMEDIAL EDUCATION
          26 DEAF AND HARD OF HEARING
          27 EMOTIONALLY DISTURBED
          28 GIFTED
          29 MENTALLY RETARDED
          30 MILDLY HANDICAPPED
          31 ORTHOPEDICALLY HANDICAPPED
          32 SEVERELY HANDICAPPED
          33 SPECIFIC LEARNING DISABILITIES
          34 SPEECH/LANGUAGE IMPAIRED
          35 VISUALLY HANDICAPPED
          36 SPECIAL EDUCATION, GENERAL
          37 OTHER SPECIAL EDUCATION

          ENGLISH/LANGUAGE ARTS
          38 ENGLISH AS A SECOND LANGUAGE
          39 ENGLISH LANGUAGE ARTS
          40 JOURNALISM
          41 READING

          SOCIAL SCIENCES
          42 AMERICAN INDIAN STUDIES (NATIVE AMERICAN)
          43 PHILOSOPHY
          44 RELIGION
          45 SOCIAL STUDIES/SOCIAL SCIENCE (history, government, law, civics, etc)

          THE ARTS
          46 ART
          47 DANCE
          48 DRAMA/THEATER
          49 MUSIC

          OTHER
          50 PHYSICAL EDUCATION/HEALTH
          51 GENERAL ELEMENTARY
          52 KINDERGARTEN
          53 PREKINDERGARTEN
          54 ALL OTHERS
  ITERS: 1   RANGE:
        QXQ: We would like their own personal evaluation of   INSTRUCTIONS: CODES SHOULD BE THOSE SELECTED IN
           what SUBJECT they are not adequately prepared to   "MAINFIEL" AND "OTHFIELD".
           teach, not necessarily what they are least trained
           or educated in, etc.

==

```
FULLPART                        (DO/DID) you work full-time or part-time as a classrooom teacher?        SAMPLE:
AQ number: 616

                                1 FULL-TIME                                                              SKIP:
                                2 PART-TIME
        ITERS: 1                RANGE:
                                QXQ: Full-time EQUAL TO more than 35 hours a week.                                           INSTRUCTIONS:

                                    Part time EQUAL TO 35 hours or less a week.
=================================================================================================================================================

TRAININDUCTION                  During your first year on this job did you participate in a teacher induction   SAMPLE:
AQ number: 617                  program?

                                1 YES                                                                                SKIP:
                                2 NO
        ITERS: 1                RANGE:
                                QXQ: Formal program offered by the school, school                            INSTRUCTIONS:
                                    district, union or teacher's association to help
                                    begining teachers become adapted to the school
                                    enviroment.
=================================================================================================================================================

SALARY                          What was your academic year base salary for this job?                    SAMPLE:
AQ number: 618

                                                                                                         SKIP:
        ITERS: 1                RANGE: 4500/120000
                                QXQ: If R's salary changed during the academic year,                     INSTRUCTIONS:
                                    select whichever salary was in effect for the
                                    longer time.  If each in effect for the same
                                    amount of time, select the most recent.
=================================================================================================================================================

LENGTH                          What was the length of your contract for the last academic year (in months)?   SAMPLE:
AQ number: 619

                                                                                                         SKIP:
        ITERS: 1                RANGE: 1/12
                                QXQ: Contract period distingushes the number of months                   INSTRUCTIONS:
                                    of expected service during the school year,
                                    usually 9 or 12 months.
=================================================================================================================================================

ASSIGNME                        The following questions refer to (YOUR CURRENT/LAST TEACHING JOB).        SAMPLE:
AQ number: 621                  (IS/WAS) the workload given to you by your school (the students or classes you
                                (TEACH/TAUGHT)) more difficult than those of other teachers at your school.

                                1 YES                                                                    SKIP:
                                2 NO
                                3 NOT SURE
        ITERS:                  RANGE:
                                QXQ: No QxQ needed.                                                       INSTRUCTIONS:

=================================================================================================================================================

CARCHANG                        If you could go back to your college days and start over again, would you become a  SAMPLE:
AQ number: 622                  teacher or not?

                                1 YES                                                                    SKIP:
                                2 NO
                                3 NOT SURE
        ITERS:                  RANGE:
                                QXQ: No QxQ needed.                                                       INSTRUCTIONS:

=================================================================================================================================================
```

```
DISCIPLE                       Please tell me if you agree or disagree that your school (IS/WAS) effective in    SAMPLE:
AQ number: 623                 helping new teachers with:
                               Student discipline.

                                   1 AGREE                                                                       SKIP:
                                   2 DISAGREE
       ITERS:                      RANGE:
                                   QXQ: No QxQ needed.                                                           INSTRUCTIONS:

========================================================================================================================================

INSTRUCT                       (Please tell me if you agree or disagree that your school (IS/WAS) effective in   SAMPLE:
AQ number: 624                 helping new teachers with:)
                               Instructional methods.

                                   1 AGREE                                                                       SKIP:
                                   2 DISAGREE
       ITERS:                      RANGE:
                                   QXQ: No QxQ needed.                                                           INSTRUCTIONS:

========================================================================================================================================

CURRICUL                       (Please tell me if you agree or disagree that your school (IS/WAS) effective in   SAMPLE:
AQ number: 625                 helping new teachers in with:)
                               Curriculum.

                                   1 AGREE                                                                       SKIP:
                                   2 DISAGREE
       ITERS:                      RANGE:
                                   QXQ: No QxQ needed.                                                           INSTRUCTIONS:

========================================================================================================================================

ADJUST                         (Please tell me if you agree or disagree that your school (IS/WAS) effective in   SAMPLE:
AQ number: 626                 helping new teachers with:)
                               Adjusting to school environment

                                   1 AGREE                                                                       SKIP:
                                   2 DISAGREE
       ITERS:                      RANGE:
                                   QXQ: No QxQ needed.                                                           INSTRUCTIONS:

========================================================================================================================================

FALLTEACH   AQ Number: 627     Will you be teaching next fall?                                                   SAMPLE: IF CURRENT EQUAL TO 1 THEN GOTO
                                                                                                                        EMPLOYERTRAINING

                                   1 YES                                                                         SKIP: IF FALLTEACH EQUAL TO 1 or 3 THEN GOTO
                                   2 NO                                                                                EMPLOYERTRAINING
                                   3 HOPING TO BUT DON'T KNOW
       ITERS:                      RANGE:
                                   QXQ: No Q x Q needed.                                                         INSTRUCTIONS: SKIP THIS ITEM FOR ALL INTERVIEWS
                                                                                                                              CONDUCTED AFTER 9/1/94.
========================================================================================================================================

LEFTEACH                       What is the primary reason you decided not to continue teaching?                 SAMPLE:
AQ number: 628

                                   1 HOMEMAKER/CARE FOR CHILDREN/PREGNANCY                                       SKIP:
                                   2 DISSATISFACTION WITH STUDENTS ASSIGNED TO TEACH
                                   3 DISSATISFACTION WITH WORKING CONDITIONS
                                   4 DISSATISFACTION WITH SALARY AND BENEFITS
                                   5 DISSATISFACTION WITH OPPORTUNITY FOR PROFESSIONAL GROWTH
                                   6 DISSATISFACTION WITH CO-WORKERS
                                   7 WANTED MORE CHALLENGING WORK
                                   8 WANTED LESS DEMANDING JOB (TIME AND/OR ENERGY)
                                   9 MOVED OR MOVING TO A DIFFERENT LOCATION
                                   10 HEALTH REASONS
                                   11 CANNOT FIND TEACHING JOB/LAID OFF/CANNOT CONTINUE
                                   12 GOING BACK TO SCHOOL
                                   13 OTHER
       ITERS:                      RANGE:
                                   QXQ: No Q x Q needed.                                                         INSTRUCTIONS:

========================================================================================================================================
```

```
EMPLOYERTRAINING                 Now we'd like to find out about any training APRILJOBEMPLOYER might have sponsored  SAMPLE: ASK ONLY IF EMPLOYED DURING APRIL 1994
AQ number: 631                   or provided...
                                 In the past twelve months, did APRILJOBEMPLOYER provide any training other than
                                 informal on-the-job training or tuition reimbursed courses taken through a regular
                                 college you told me about earlier?

                                 1 YES                                                                      SKIP: IF EMPLOYERTRAINING EQUAL TO 2, REF, DK,
                                 2 NO                                                                             MISSING THEN GOTO OTHERTRAIN
      ITERS:                     RANGE:
                                 QXQ: No Q x Q needed.                                                      INSTRUCTIONS: IF NO APRIL JOB SKIP TO
                                                                                                                         OTHERTRAIN
====================================================================================================================================================

     EMPTRAINTYPE(N)             Was this training part of a formal training program?                  SAMPLE:
     AQ number: 632

                                 1 YES                                                                                   SKIP:
                                 2 NO
      ITERS:                     RANGE:
                                 QXQ: Formal training program: a structured training                   INSTRUCTIONS:
                                     program following a planned schedule in which what
                                     is being taught, how it is to be taught, and when
                                     it is to be taught is determined before the start
                                     of the training.

====================================================================================================================================================

     EMPLOYERTRAIN(N)_N          How many courses, formal training seminars, or other training activities did    SAMPLE:
     AQ number: 633              "APRILJOBEMPLOYER" provide?

                                                                                                      SKIP:
      ITERS:                     RANGE: 1/20
                                 QXQ: This is the number of different  seminars or                     INSTRUCTIONS:
                                     courses R participated in during the last 12
                                     months that were provided by the employer named.
                                     Pick up the number of seminars, not the number of
                                     sessions.
====================================================================================================================================================

     EMPLOYERTRAINCONTENT        Did any of this training cover.... (CODE ALL THAT APPLY AND INSERT EXIT SCREEN    SAMPLE:
     AQ number: 634              WHEN FINISHED)

                                 1 executive or management development                                   SKIP:
                                 2 supervision
                                 3 professional development
                                 4 word processing or computer software packages
                                 5 specialized technical skills
                                 6 job health and safety
                                 7 quality control or statistical process control
                                 8 sales or marketing
                                 9 OTHER
      ITERS:                     RANGE:
                                 QXQ: Professional development includes training in R's                 INSTRUCTIONS:
                                     specific profession. Example: advanced nursing
                                     training for nurses, training in a new aircraft
                                     for flight attendants, etc.

====================================================================================================================================================

     EMPTRAINTAUGHT(N)           Who conducted this training?  Was any of the training...              SAMPLE:
     AQ number: 635              CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED

                                 1 conducted by another employee of your company                                 SKIP:
                                 2 conducted by an outside consultant or company
                                 3 conducted by your union
                                 4 offered by a college or other educational institution
                                 5 was it provided in some other way
      ITERS:                     RANGE:
                                 QXQ: No QxQ needed.                                                    INSTRUCTIONS: CODE ALL THAT APPLY

====================================================================================================================================================
```

```
REQUIREDTOKEEPT(N)            Was any of this training required by your employer in order for you to keep your    SAMPLE:
AQ number: 636                job?

                              1 YES                                                                                          SKIP:
                              2 NO
   ITERS:                     RANGE:
                              QXQ: No QxQ needed.                                             INSTRUCTIONS:

===================================================================================================================================

REQUIREDTOADVANCET(N)         Was any of this training necessary to get a promotion on your job?              SAMPLE:
AQ number: 637

                              1 YES                                                                                          SKIP:
                              2 NO
   ITERS:                     RANGE:
                              QXQ: No QxQ needed.                                             INSTRUCTIONS:

===================================================================================================================================

LENGTHHOURST(N)               All together, how much time did you spend in training during the last year?     SAMPLE:
AQ number: 638                           Hours
                                         Days
                                         Weeks

                                                                                             SKIP: IF LENGTHHOURST IS NOT DK OR REF THEN
                                                                                                   GOTO OTHERTRAIN
   ITERS:                     RANGE: 1/2000
                              QXQ: If necessary, ask for the average number of hours          INSTRUCTIONS:
                                  each week spent in training over the last year.

===================================================================================================================================

LENGTHWEEKST(N)               Would you say the total number of hours you spent in training last year was...   SAMPLE:
AQ number: 640

                              1 1-10 hours                                                                     SKIP:
                              2 11-20 hours
                              3 21-40 hours
                              4 41-80 hours
                              5 81-120 hours
                              6 121-360 hours
                              7 361-500 hours
                              8 more than 500 hours
   ITERS:                     RANGE:
                              QXQ: No QxQ needed.                                             INSTRUCTIONS:

===================================================================================================================================

OTHERTRAIN                    During the past 12 months, did you personally pay to attend any other training   SAMPLE:
AQ number: 641                courses related to work you are currently doing or would like to do?

                              1 YES                                                          SKIP: IF OTHERTRAIN EQUAL TO 2, DK, REF THEN GOTO
                              2 NO                                                                 EMPEXPECT2
   ITERS:                     RANGE:
                              QXQ: Exclude for-credit courses already covered.               INSTRUCTIONS:

===================================================================================================================================
```

```
OTHERTRAINCONTENT              Did any of these courses cover...                              SAMPLE:
AQ number: 642                 CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED

                               1 executive or management development                          SKIP:
                               2 supervision
                               3 professional development
                               4 word processing or computer software packages
                               5 specialized technical skills
                               6 job health and safety
                               7 quality control or statistical process control
                               8 sales or marketing
                               9 OTHER
       ITERS:                  RANGE:
                               QXQ: Professional development includes training in R's         INSTRUCTIONS:
                                  specific profession.  For example, advanced
                                  nursing training for nurses, training in a new
                                  aircraft for flight attendants, etc.
==================================================================================================================================

OTHERTRAINREQUIRED             Were any of these courses required by your employer to get or keep your job?      SAMPLE:
AQ number: 643

                               1 YES                                                                             SKIP:
                               2 NO
       ITERS:                  RANGE:
                               QXQ: No QxQ needed.                                             INSTRUCTIONS:

==================================================================================================================================

OTHERTRAINPROMOT  AQ number:   Were any of these courses necessary to get a promotion on your job?      SAMPLE:
644

                               1 YES                                                                      SKIP:
                               2 NO
       ITERS:                  RANGE:
                               QXQ: No Q x Q needed.                                           INSTRUCTIONS:

==================================================================================================================================

OTHERTRAINHOURS(N)             All together, how much time did you spend taking these courses in the last year?      SAMPLE:
AQ number: 645

                                    Hours
                                    Days
                                    Weeks

                                                                                              SKIP: IF OTHERTRAINHOURS(N) IS NOT DK OR REF
                                                                                                    THEN GOTO EMPEXPECT2
       ITERS:                  RANGE: 1/2000
                               QXQ: If necessary, ask for average number of hours each        INSTRUCTIONS:
                                  week spent in these courses over last year.
==================================================================================================================================

OTHERTRAINHWEEKST(N)           Would you say the total number of hours you spent in these courses last year      SAMPLE:
AQ number: 647                 was...

                               1 1-10 hours                                                                  SKIP:
                               2 11-20 hours
                               3 21-40 hours
                               4 41-80 hours
                               5 81-120 hours
                               6 121-360 hours
                               7 361-500 hours
                               8 more than 500 hours
       ITERS:                  RANGE:
                               QXQ: No Q x Q needed.                                           INSTRUCTIONS:

==================================================================================================================================
```

```
EMPEXPECT2                        Two years from now, do you expect to be working full time?          SAMPLE:
AQ number: 648

                                  1 YES                                                               SKIP: IF EMPEXPECT2 EQUAL TO 2, REF, DK, MISSING
                                  2 NO                                                                      THEN GOTO OCCEXPECTLONG
         ITERS:                   RANGE:
                                  QXQ: The key word is "expect."  If R hopes to be                    INSTRUCTIONS:
                                       working full-time, but expects to be working only
                                       part-time, code "NO."
                                       Full-time employment: a person works 35 or more
                                       hours per week at a given job.
================================================================================================================================================

OCCEXPECT2                        What do you expect your occupation will be two years from now?      SAMPLE:
AQ number: 649                    (INTERVIEWER: PROBE ABBREVIATIONS AND CODE OCCUPATION)

                                                                                                      SKIP:
         ITERS:                   RANGE:
                                  QXQ: The key word is "expect."  If R hopes to be                    INSTRUCTIONS: NCES online coding program
                                       working as an architect, but expects to be working
                                       as a draftsman, code "DRAFTSMAN."
================================================================================================================================================

OCCEXPECTLONG                     What do you expect your occupation to be in the long term?          SAMPLE:
AQ number: 652

                                  1 THE SAME                                                          SKIP: IF OCCEXCEPTLONG EQUAL TO 1 THEN GOTO
                                  2 SOMETHING ELSE (PLEASE CODE OCCUPATION ON THE NEXT SCREEN)               OCCCHOICE
         ITERS:                   RANGE:
                                  QXQ: Longer-term:  Ten years from now.                              INSTRUCTIONS: USE NCES PROGRAM FOR CODING
                                                                                                                    OCCUPATION
                                       The key word is "expect."  If R hopes to be
                                       working as an architect, but expects to be working
                                       as a draftsman, code "DRAFTSMAN."
================================================================================================================================================

OCCCHOICE                         What factors are important to you in determining the type of work you plan to do   SAMPLE:
AQ number: 655                    in the future? (What kind of things are important to you in working in that
                                  occupation?) CODE ALL THAT APPLY

                                  1 PREVIOUS WORK EXPERIENCE IN THE AREA                              SKIP:
                                  2 GOOD INCOME TO START
                                  3 GOOD INCOME POTENTIAL OVER CAREER
                                  4 JOB SECURITY
                                  5 PRESTIGE AND STATUS
                                  6 INTERESTING WORK
                                  7 INTELLECTUALLY CHALLENGING WORK
                                  8 FREEDOM TO MAKE OWN DECISIONS AT WORK
                                  9 INTERACTION WITH PEOPLE
                                  10 ABLE TO WORK INDEPENDENTLY OF OTHERS
                                  11 ALLOWS FOR A GREAT DEAL OF TRAVEL
                                  12 ALLOWS FOR ROOTS TO BE ESTABLISHED AND NOT HAVE TO MOVE FROM PLACE TO
                                  PLACE
                                  13 TIME FOR ACTIVITIES NOT WORK RELATED
                                  14 OTHER
         ITERS:                   RANGE:
                                  QXQ: No Q x Q needed.                                               INSTRUCTIONS:

================================================================================================================================================

VOLWORK  AQ number: 666           Now I'd like to ask you about any civic activities you might have taken part in in  SAMPLE:
                                  the last year.
                                  Between July 1, 1993 and (June 30, 1994/current date), did you perform  community
                                  service or volunteer work, other than court ordered?

                                  1 YES                                                               SKIP: IF VOLWORK EQUAL TO 2 THEN GOTO POLVOTEPRES
                                  2 NO
         ITERS:                   RANGE:
                                  QXQ: Community service or volunteer work includes (but              INSTRUCTIONS: INSERT THE EARLIER DATE IN THE
                                       is not limited to):                                                          TEXT FILL
                                       little league coach, scout leader, church related
                                       activities other than worship services, PTA,
                                       service work for a union, Jaycees, Lions
================================================================================================================================================
```

```
VOLHOURS   AQ number: 667        Approximately how many hours per month did you perform community service and/or    SAMPLE:
                                 volunteer work?

                                                                                                                 SKIP:
   ITERS:                        RANGE: 1/100
                                 QXQ: The key word in this item is COMMUNITY.                   INSTRUCTIONS:
                                     Acceptable activities include (but are not limited
                                     to): little league coach, scout leader, church
                                     related activities, other than worship services,
                                     hospital volunteer work, PTA, service work for a
                                     union, Jaycees, Lions, etc.
=============================================================================================================================================

CAREER   AQ number: 668         Is any of this current volunteer work or community service related to your career?  SAMPLE:

                                 1 YES                                                                            SKIP:
                                 2 NO
   ITERS:                        RANGE:
                                 QXQ: No Q x Q needed.                                          INSTRUCTIONS:

=============================================================================================================================================

POLVOTEPRES                      Did you vote in the 1992 presidential election?                SAMPLE: ASK IF MISSING FROM NPSAS
AQ number: 669

                                 1 YES                                                  SKIP: If POLVOTEPRES EQUAL TO 1 THEN GOTO POLSHOW
                                 2 NO
   ITERS:                        RANGE:
                                 QXQ: No QxQ needed.                                            INSTRUCTIONS:

=============================================================================================================================================

POLVOTE                          Since July 1992, have you voted in any local, state or national election?        SAMPLE:
AQ number: 670

                                 1 YES                                                                            SKIP:
                                 2 NO
   ITERS:                        RANGE:
                                 QXQ: No QxQ needed.                                            INSTRUCTIONS:

=============================================================================================================================================

POLMEET                          (In the past 12 months), did you go to any political meetings, rallies, dinners,  SAMPLE:
AQ number: 671                   or things like that?

                                 1 YES                                                                            SKIP:
                                 2 NO
   ITERS:                        RANGE:
                                 QXQ: These questions apply to all political activity           INSTRUCTIONS:
                                     from the grass-roots level to the national or
                                     international level. Include social activism that
                                     is politically related.
=============================================================================================================================================

POLSHOW                          In the past 12 months, did you talk to any people and try to show them why they   SAMPLE:
AQ number: 672                   should vote for one of the parties or candidates?

                                 1 YES                                                                            SKIP:
                                 2 NO
   ITERS:                        RANGE:
                                 QXQ: No QxQ needed.                                            INSTRUCTIONS:

=============================================================================================================================================

POLMONEY                         (In the past 12 months), did you give any money or other financial support to help  SAMPLE:
AQ number: 673                   the campaign for any political party or candidate?

                                 1 YES                                                                            SKIP:
                                 2 NO
   ITERS:                        RANGE:
                                 QXQ: No QxQ needed.                                            INSTRUCTIONS:

=============================================================================================================================================
```

```
POLACTION                           (In the last 12 months), have you  given any time or money to community action    SAMPLE:
AQ number: 674                      groups or other political action groups?

                                    1 YES                                                                             SKIP:
                                    2 NO
  ITERS:                            RANGE:
                                    QXQ: These are groups separate from the political                                INSTRUCTIONS:
                                        parties or candidates.
==================================================================================================================================================

POLLETTER  AQ number: 675           (In the past 12 months), have you written a letter to any public offical to       SAMPLE:
                                    express your opinion?

                                    1 YES                                                                             SKIP:
                                    2 NO
  ITERS:                            RANGE:
                                    QXQ: Public official may be elected or appointed                                 INSTRUCTIONS:
                                        positions.
==================================================================================================================================================

POLBPS                              During the past two years have you actively campaigned for any candidate for      SAMPLE:
AQ number: 676                      elected office?
                                    (INT: IF YES, CLARIFY -- Was that your own or someone else's campaign?  IF SOMEONE
                                    ELSE's -- Was that paid or volunteer work?)

                                    1 Yes, for own campaign                                                           SKIP:
                                    2 Yes, as paid worker
                                    3 Yes, as volunteer worker
                                    4 No
  ITERS:                            RANGE:
                                    QXQ: Active involvement is a step above attending a                               INSTRUCTIONS:
                                        rally or making a donation.  Examples of active
                                        involvement are envelope stuffing, working in a
                                        campaign headquarters, passing out flyers,
                                        knocking on doors or speaking at a campaign rally.
==================================================================================================================================================

RDOB                                Now I would like to get some background information. Our records show that your   SAMPLE: ASK IF MISSING FROM NPSAS
AQ number: 677                      birthdate is...
                                    (INTERVIEWER IF NO BIRTHDATE ASK: What is your birthdate?)

                                                                                                                     SKIP:
  ITERS:                            RANGE: 1/31, 1923/1974
                                    QXQ: No QxQ needed.                                                               INSTRUCTIONS: MONTH, DAY AND YEAR SHOULD BE
                                                                                                                                   STORED AS THREE SEPARATE
                                                                                                                                   VARIABLES.
==================================================================================================================================================

RSEX                                INTERVIEWER: ASK IF NOT OBVIOUS: Are you . . .                                    SAMPLE: ASK IF MISSING FROM NPSAS
AQ number: 678

                                    1 male                                                                           SKIP:
                                    2 female
  ITERS:                            RANGE:
                                    QXQ: No QxQ needed.                                                               INSTRUCTIONS:

==================================================================================================================================================

CITIZEN                             Are you a United States citizen?                                                  SAMPLE: ASK IF MISSING FROM NPSAS
AQ number: 679

                                    1 YES                                                                             SKIP: IF "CITIZEN" EQUAL TO DK, REF, THEN GOTO
                                    2 NO                                                                                    "RETHINCP" OR "RETHINCPV"
                                                                                                                     IF "CITIZEN"  EQUAL TO 1 THEN GOTO
  ITERS:                            RANGE:                                                                                          WHENCITIZENMM

                                    QXQ: Code YES for dual citizenship.  Code NO for green                            INSTRUCTIONS:
                                        cards or temporary residency status.
==================================================================================================================================================
```

```
AIDELIG                         As a non-citizen, are you eligible for Federal aid for your schooling?          SAMPLE: ASK IF CITIZEN EQUAL TO 2
AQ number: 680

                                1 YES                                                                                          SKIP: ALL SKIP TO RETHNICP
                                2 NO
          ITERS:                 RANGE:
                                QXQ: Include only United States Federal aid for                        INSTRUCTIONS:
                                     schooling, grants or loans.
==================================================================================================================================================

WHENCITIZENMM                   When did you become a United States citizen?                            SAMPLE:
AQ number: 681                  (IF R CITIZEN SINCE BIRTH CODE 96/96)

                                                                                                        SKIP:
          ITERS:                 RANGE: 1/12, 20/94, 96
                                QXQ: No Q x Q needed.                                                   INSTRUCTIONS:

==================================================================================================================================================

RETHNICP                        Our records show you are of Hispanic origin?  Is this correct?          SAMPLE:
AQ number: 683

                                1 YES, THIS IS CORRECT                                                   SKIP:
                                2 NO, THIS IS NOT CORRECT
          ITERS:                 RANGE:
                                QXQ: Hispanic: Latino, Latin-American, South-American,                  INSTRUCTIONS: ASK IF "P_HISPOR" EQUAL TO 1 (YES)
                                     Spanish, Portuguese, Mexican, Puerto-Rican,
                                     Bolivian, Peruvian, Argentinian, Brazilian,
                                     Guyanaian, Chilean, Columbian, El Salvadoran,
                                     Ecuadoran, Guatemalan, Costa Rican, Surinamean,
                                     French Gyanaian, Panamanian, Uraguayan,
                                     Paraguayan, Belizean, Nicaraguan, Haitian, Cuban,
                                     Venezualan, Dominican.
==================================================================================================================================================

RETHNICPV                       Our records show you are not Hispanic?  Is this correct?                SAMPLE:
AQ number: 684

                                1 YES, THIS IS CORRECT                                                   SKIP: IF RETHNICP EQUAL TO 1 THEN GOTO HISPETHP;
                                2 NO, THIS IS NOT CORRECT                                                      IF RETHNICP EQUAL TO DK, REF THEN GOTO
          ITERS:                 RANGE:                                                                         RRACEP
                                QXQ: Hispanic: Latino, Latin-American, South-American,
                                     Spanish, Portuguese, Mexican, Puerto-Rican,                        INSTRUCTIONS: ASK IF "P_HISPOR" EQUAL TO 2 (NO)
                                     Bolivian, Peruvian, Argentinian, Brazilian,                                      THEN "INSERT" EQUAL TO "are not"
                                     Guyanaian, Chilean, Columbian, El Salvadoran,
                                     Ecuadoran, Guatemalan, Costa Rican, Surinamean,
                                     French Gyanaian, Panamanian, Uraguayan,
                                     Paraguayan, Belizean, Nicaraguan, Haitian, Cuban,
                                     Venezualan, Dominican.
==================================================================================================================================================

RETHNICQ                        Are you of Hispanic origin?                                             SAMPLE: Ask if preload is missing or incorrect.
AQ number: 685

                                1 YES                                                                          SKIP: IF "RETHNICQ" EQUAL TO 2, DK, REF, THEN SKIP
                                2 NO                                                                                 TO "ASIAETHP" IF "RRACEQ" EQUAL TO 4;
                                                                                                        OTHERWISE IF RETHNICQ EQUAL TO  2, DK,
                                                                                                        REF THEN GOTO "RRACEP".
                                                                                                        IF P_HISPETH EQUAL TO MISSING THEN GOTO
                                                                                                        HISPETHP.
          ITERS:                 RANGE:
                                QXQ: Hispanic: Latino, Latin-American, South-American,                  INSTRUCTIONS:
                                     Spanish, Portuguese, Mexican, Puerto-Rican,
                                     Bolivian, Peruvian, Argentinian, Brazilian,
                                     Guyanaian, Chilean, Columbian, El Salvadoran,
                                     Ecuadoran, Guatemalan, Costa Rican, Surinamean,
                                     French Gyanaian, Panamanian, Uraguayan,
                                     Paraguayan, Belizean, Nicaraguan, Haitian, Cuban,
                                     Venezualan, Dominican.
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HISPETHP                        Our records show you are (OF/NO INSERT) "P_HISPETH".  Is this correct?        SAMPLE:
AQ number: 687

                                1 YES THIS IS CORRECT                                         SKIP: IF "HISPETHP" EQUAL TO 1, DK, REF, THEN
                                2 NO THIS IS NOT CORRECT                                            GOTO "RRACEP"
      ITERS:                    RANGE:
                                QXQ: Hispanic: Latino, Latin-American, South-American,        INSTRUCTIONS: IF "P_HISPETH" EQUAL TO 2 OR 3 THEN
                                    Spanish, Portuguese, Mexican, Puerto-Rican,                           "INSERT" EQUAL TO "of".
                                    Bolivian, Peruvian, Argentinian, Brazilian,                           IF "P_HISPETH" EQUAL TO 1 OR 4
                                    Guyanaian, Chilean, Columbian, El Salvadoran,                         THEN "INSERT" EQUAL TO "" (NOTHING
                                    Ecuadoran, Guatemalan, Costa Rican, Surinamean,                       TO BEINSERTED).
                                    French Gyanaian, Panamanian, Uraguayan,
                                    Paraguayan, Belizean, Nicaraguan, Haitian, Cuban,
                                    Venezualan, Dominican.
==================================================================================================================================================

HISPETHQ                        Are you . . .                                                 SAMPLE:
AQ number: 688

                                1 Of Mexican, Mexican-American, or Chicano descent            SKIP: IF "HISPETHQ" EQUAL TO 1, 2, 3, 4, DK, REF,
                                2 Cuban descent                                                     THEN GOTO RRACEP OR IF P_ASIAETH EQUAL TO
                                3 Puerto Rican descent, or                                          MISSING THEN GOTO "ASIAETHP"
                                4 of some other Hispanic descent?
      ITERS:                    RANGE:
                                QXQ: Hispanic: Latino, Latin-American, South-American,        INSTRUCTIONS:
                                    Spanish, Portuguese, Mexican, Puerto-Rican,
                                    Bolivian, Peruvian, Argentinian, Brazilian,
                                    Guyanaian, Chilean, Columbian, El Salvadoran,
                                    Ecuadoran, Guatemalan, Costa Rican, Surinamean,
                                    French Gyanaian, Panamanian, Uraguayan,
                                    Paraguayan, Belizean, Nicaraguan, Haitian, Cuban,
                                    Venezualan, Dominican.
==================================================================================================================================================

RRACEP                          Our records show that your race is "P_RACE". Is that correct?   SAMPLE: ASK IF "P_RACE" IS NOT MISSING
AQ number: 689

                                1 YES, IT IS CORRECT                                          SKIP: SKIP IF "RRACEP" EQUAL TO 1 THEN GOTO
                                2 NO, IT IS NOT CORRECT                                                                      DISABILP
      ITERS:                    RANGE:
                                QXQ: No QxQ needed.                                           INSTRUCTIONS:
==================================================================================================================================================

RRACEQ                          Are you . . .                                                 SAMPLE: ASK IF P_RACE EQUAL TO MISSING OR IF RRACEP
AQ number: 690                                                                                                        EQUAL TO 2

                                1 White                                                       SKIP: IF "RRACEQ" EQUAL TO DK, REF, THEN GOTO
                                2 Black                                                             "DISABILP"
                                3 American Indian/Alaskan Native
                                4 Asian or Pacific Islander
                                5 Other
      ITERS:                    RANGE:
                                QXQ: White: Caucasian, Anglo-Saxon                            INSTRUCTIONS:

                                    Black: African-American,
                                           Afro-American, Negro.

                                    Asian or Pacific Islander: Samoan,
                                           Guamanian, Fiji Islander,
                                           Mariana Islander, Marshall
                                           Islander, Caroline Islander.

                                    Asian Ethnicities: Chinese, Japanese,
                                           Korean, Thai, Vietnamese,
                                           Burmese, Indian, New Guinean,
                                           Indonesian, Sri Lankan,
                                           Malaysian, Nepalese,
                                           Kampuchean (Cambodian),
                                           Laotian, Bhutanese,
                                           Bangladeshian.

                                    American Indian: A member of any of
                                           the aboriginal peoples of
                                           North America, such as the
                                           Alaskan Native, Navajo,
                                           Seminole, Cherokee, and
                                    Apache
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ASIAETHP                    Our records show you are "P_ASIAN_ETH".  Is this correct?            SAMPLE: ASK ONLY IF PRELOAD INDICATES ASIAN
AQ number: 691

                            1 YES, THIS IS CORRECT                                               SKIP: IF "ASIAETHP" EQUAL TO 1, DK, REF, THEN
                            2 NO, THIS IS NOT CORRECT                                                  GOTO "DISABILP"
     ITERS:                 RANGE:
                            QXQ: No QxQ needed.                                                  INSTRUCTIONS:

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ASIAETHQ                    Are you . . .                                                        SAMPLE:
AQ number: 692

                            1 Chinese                                                            SKIP:
                            2 Filipino
                            3 Hawaiian
                            4 Japanese
                            5 Korean
                            6 Vietnamese
                            7 Asian Indian
                            8 Samoan
                            9 Guamanian, or
                            10 other Asian or Pacific Islander
     ITERS:                 RANGE:
                            QXQ: No QxQ needed.                                                  INSTRUCTIONS:

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DISABILP                    Our records show that you have no disabilities or limitations.  Is that still   SAMPLE: IF P_HEARIMP EQUAL TO 1,REF,DK,MISSING AND
AQ number: 695              correct?                                                                    P_SPEECH_DISABL EQUAL TO 1,REF,DK,MISSING
                                                                                                       AND P_ORTHMOBI EQUAL TO 1,REF,DK,MISSING
                                                                                                       AND P_VISION EQUAL TO 1,REF,DK,MISSING AND
                                                                                                            P_DISABS EQUAL TO 1,REF,DK,MISSING skip to
                                                                                                       LANGUAGE

                            1 YES                                                                SKIP: IF DISABILP EQUAL TO 1, DK, REF THEN GOTO
                            2 NO                                                                       "LANGUAGE"
     ITERS:                 RANGE:
                            QXQ: Disability may be temporary or permanent.                       INSTRUCTIONS: CODE SHOULD REFLECT "P_HEARIMP"
                                 Disability: lack of competent physical, mental, or
                                 sensory ability.

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DISABS                            (Do you have) any other limitations, disabilities, or handicaps?            SAMPLE:
AQ number: 696

                                  1 YES                                                                                  SKIP:
                                  2 NO
    ITERS:                        RANGE:
                                  QXQ: Disability may be temporary or permanent.                         INSTRUCTIONS: CODE SHOULD REFLECT "P_VISION"

                                      Disability: lack of competent physical, mental, or
                                      sensory ability.

HANDICAP                          Do you have: a hearing impairment?                                    SAMPLE:
AQ number: 696

                                  1 YES                                                                                  SKIP:
                                  2 NO

    ITERS:                        RANGE:
                                  QXQ: Disability may be temporary or permanent.                         INSTRUCTIONS: CODE SHOULD REFLECT "P_HEARIMP"

LEARNINGDIS   AQ Number: 696      (Do you have) any specific learning disabilities?                     SAMPLE:

                                  1 YES                                                                                  SKIP:
                                  2 NO
    ITERS:                        RANGE:
                                  QXQ: Disability may be temporary or permanent.                         INSTRUCTIONS: CODE SHOULD REFLECT P_LEARNING

ORTHMOB                           (Do you have) an orthopedic or mobility limitation ?                  SAMPLE:
AQ number: 696

                                  1 YES                                                                                  SKIP:
                                  2 NO
    ITERS:                        RANGE:
                                  QXQ: Disability may be temporary or permanent.                         INSTRUCTIONS: CODE SHOULD REFLECT "P_ORTHMOBI"

                                      "Orthopedic" refers to deformities and diseases of
                                      the spine, bones, joints, and muscles of the
                                      skeletal systems.

SPEACDIS                          (Do you have) a speech disability or limitation?                      SAMPLE:
AQ number: 696

                                  1 YES                                                                                  SKIP:
                                  2 NO
    ITERS:                        RANGE:
                                  QXQ: Disability may be temporary or permanent.                         INSTRUCTIONS: CODE SHOULD REFLECT "P_SPEACDIS"

VISION                            (Do you have) a vision impairment that cannot be corrected with glasses or are you  SAMPLE:
AQ number: 696                    legally blind?

                                  1 YES                                                                                  SKIP:
                                  2 NO

    ITERS:                        RANGE:
                                  QXQ: Disability may be temporary or permanent.                         INSTRUCTIONS: CODE SHOULD REFLECT "P_VISION"

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LANGUAGE
AQ number: 697

Do you have conversational knowledge of any languages other than English? PROBE IF SAMPLE:
NECESSARY: What are those languages? CODE ALL THAT APPLY AND INSERT EXIT SCREEN
   WHEN FINISHED

01 NONE   SKIP:
02 SPANISH
03 FRENCH
04 GERMAN
05 ITALIAN
06 RUSSIAN
07 EAST AND SOUTHEAST ASIAN (KOREAN, TIBETAN, MONGOLIAN, TAGALOG, THAI, LAO,
VIETNAMESE, CAMBODIAN, INDONESIAN,MALYA, BURMESE, ETC.)
08 CHINESE (MANDARIN, CANTONESE, TAIWANESE, ETC)
09 PORTUGUESE
10 SCANDINAVIAN LANGUAGES (DANISH, ICELANDIC, NORWEGIAN, SWEDISH)
11 SLAVIC LANGUAGES (BYELORUSSIAN, BULGARIAN, CZECH, POLISH, SERBIAN, CROATION,
SLAVONIC AND UKRAINIAN)
12 GREEK
13 JAPANESE
14 EAST EUROPEAN LANGUAGES (FINNISH, HUNGARIAN, ESTONIAN, LATVIAN, LITHUANIAN)
15 ARABIC
16 OTHER MIDDLE-EASTERN (FARSI/IRANIAN, TURKISH, BERBER, ARMENIAN)
17 SOUTH ASIAN (HINDI, URDU, BEGALI, PUNJABI, DRAVIDIAN, SANSKRIT, BACTRIAN)
18 OTHER GERMANIC (YIDDISH, DUTCH, OLD GERMAN, FRISIAN, GOTHIC, SAXON)
19 OTHER ROMANCE LANGUAGES (ROMANIAN, RHAETO-ROMANSCH)
20 HEBREW
21 CLASSICAL AND ANCIENT NEAR EASTERN (ANCIENT EGYPTIAN, COPTIC, AVESTAN/OLD
PERSIAN, AKKADIAN, ARAMAIC, UGARLITIC, SYRAIC, PHOENICIAN, HITTITE, HURRIAN,
SUMERIAN, LUWIAN, YEMENI, ELAMITE, CRETAN, URATIAN)
22 OTHER LANGUAGES (NATIVE AMERICAN LANGUAGES, PACIFIC, URAL-ALTAIC, BASQUE,
CELTIC, NON-SEMITIC
AFRICAN)
23 OTHER

ITERS: RANGE:

QXQ: R does not need to be able to read or write the   INSTRUCTIONS:
     language. R needs only to be able to talk and
     understand the spoken language.

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FATHERED                    What was the highest grade or level of education that your father (stepfather/male   SAMPLE: ASK IF MISSING FROM NPSAS
AQ number: 699              guardian) completed?

                           01 LESS THAN HIGH SCHOOL                                                      SKIP:
                           02 GED
                           03 HIGH SCHOOL GRADUATION

                           VOCATIONAL TRADE OR BUSINESS SCHOOL AFTER HIGH SCHOOL:
                           04 LESS THAN 1 YEAR
                           05 1 YEAR BUT LESS THAN 2 YEARS
                           06 2 YEARS OR MORE

                           COLLEGE OR UNIVERSITY:
                           07 LESS THAN 2 YEARS OF COLLEGE
                           08 ASSOCIATE'S DEGREE
                           09 2 OR MORE YEARS OF COLLEGE
                           10 BACHELOR'S DEGREE (4-5 YEAR)
                           11 MASTER'S DEGREE OR EQUIVALENT
                           12 FIRST PROFESSIONAL DEGREE (JD, MD, OD, DDS, ETC . . .)
                           13 OTHER ADVANCED PROFESSIONAL DEGREE
                           14 DOCTORATE (Ph.D. Ed.D.)
ITERS:                     RANGE:
                           QXQ: If more than one response is given, enter the          INSTRUCTIONS: ASK ONLY IF " P_H004" EQUAL TO
                                higher code.                                                          MISSING AND (("P_D006" NOT EQUAL TO
                                                                                                      4 OR "P_D008" NOT EQUAL TO OR 1 OR
                                GED- General Education Development Certification.                      3) AND "P_D012" NOT EQUAL TO 3)
                                Persons may obtain a GED, allowing them to take
                                postsecondary education (without actually having
                                their high school diploma).

                                Associate's degree: A degree signifying the
                                completion of a 2-year program offered by a
                                college.

                                Examples of Masters's Degrees:
                                Master of Arts (MA)
                                Master of Science (MS)
                                Master of Business Administration (MBA)
                                Master of Fine Arts (MFA)

                                Examples of Doctoral Degrees:
                                Doctor of Philosophy (PH.D)
                                Doctor of Education (ED.D)

                                First Professional Degrees:
                                MUST BE ONE OF THE FOLLOWING:
                                     Chiropractic (DC or DCM)
                                     Dentistry (DDS or DMD)
                                     Medicine (MD)
                                          Law (LLB, JD)
                                          Optometry (OD)
                                          Osteopathic Medicine (DO)
                                          Pharmacy (D.Pharm)
                                          Podiatry (Pod.D. or DP)
                                          Veterinary Medicine (DVM)
                                          Theology (M.Div or MHL or BD)

                                     NOTE: Professional degrees do not include degrees
                                     in cosmetology, truck driving, radio or
                                     refrigerator repair, et cetera.
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MOTHERED                 What was the highest grade or level of education that your mother    SAMPLE: ASK IF MISSING FROM NPSAS
AQ number: 701           (stepmother/female guardian) completed?

                         01 LESS THAN HIGH SCHOOL                                              SKIP:
                         02 GED
                         03 HIGH SCHOOL GRADUATION

                         VOCATIONAL TRADE OR BUSINESS SCHOOL AFTER HIGH SCHOOL:
                         04 LESS THAN 1 YEAR
                         05 1 YEAR BUT LESS THAN 2 YEARS
                         06 2 YEARS OR MORE

                         COLLEGE OR UNIVERSITY:
                         07 LESS THAN 2 YEARS OF COLLEGE
                         08 ASSOCIATE'S DEGREE
                         09 2 OR MORE YEARS OF COLLEGE
                         10 BACHELOR'S DEGREE (4-5 YEAR)
                         11 MASTER'S DEGREE OR EQUIVALENT
                         12 FIRST PROFESSIONAL DEGREE (JD, MD, OD, DDS, ETC . . .)
                         13 OTHER ADVANCED PROFESSIONAL DEGREE
                         14 DOCTORATE (Ph.D. Ed.D.)
ITERS:                   RANGE:
                         QXQ: If more than one response is given, enter the                   INSTRUCTIONS: ASK ONLY IF " P_H004B" EQUAL TO
                              higher code.                                                                   MISSING AND (("P_D006" NOT EQUAL
                                                                                                             TO 4OR "P_D008" NOT EQUAL TO 2
                         GED - General Education Development Certification.                                   OR 3) AND "P_D012" NOT EQUAL TO 2)
                         Persons may obtain a GED, allowing them to take
                         postsecondary education (without actually having
                         their high school diploma).

                         Associate's degree: A degree signifying the
                         completion of a 2-year program offered by a
                         college.

                         Examples of Masters's Degrees:
                         Master of Arts (MA)
                         Master of Science (MS)
                         Master of Business Administration (MBA)
                         Master of Fine Arts (MFA)

                         Examples of Doctoral Degrees:
                         Doctor of Philosophy (PH.D)
                         Doctor of Education (ED.D)

                         First Professional Degrees:
                         MUST BE ONE OF THE FOLLOWING:
                                 Chiropractic (DC or DCM)
                                 Dentistry (DDS or DMD)
                                 Medicine (MD)
                                 Law (LLB, JD)
                                 Optometry (OD)
                                 Osteopathic Medicine (DO)
                                 Pharmacy (D.Pharm)
                                 Podiatry (Pod.D. or DP)
                                 Veterinary Medicine (DVM)
                                 Theology (M.Div or MHL or BD)

                         NOTE: Professional degrees do not include degrees
                         in cosmetology, truck driving, radio or
                         refrigerator repair, et cetera.
======================================================================================================================================

FATHBIRT                 Was your father born in the United States?                           SAMPLE:
AQ number: 703

                         1 YES                                                                 SKIP: IF "FATHBIRT" EQUAL TO 1 THEN GOTO
                         2 NO                                                                        "MOTHBIRT"
ITERS:                   RANGE:
                         QXQ: No QxQ needed.                                                   INSTRUCTIONS:

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FATHEMIG                          When did your father (stepfather/ male guardian) begin living in the United      SAMPLE:
AQ number: 704                    States? (ENTER 9999, IF NEVER)

                                                                                                                  SKIP:
    ITERS:                        RANGE: 1880/1994, 9999
                                  QXQ: Do not include frequent trips within period of                            INSTRUCTIONS:
                                      time or working in the United States but residing
                                      in another country
====================================================================================================================================================

MOTHBIRT                          Was your mother born in the United States?                                      SAMPLE:
AQ number: 705

                                  1 YES                                                                                       SKIP: IF "MOTHBIRT" EQUAL TO 1 THEN GOTO
                                  2 NO                                                                                            "MARSTATP"
    ITERS:                        RANGE:
                                  QXQ: No QxQ needed.                                                             INSTRUCTIONS:

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MOTHEMIG                          When did your mother (stepmother/ female guardian) begin living in the          SAMPLE:
AQ number: 706                    States?   (ENTER 9999, IF NEVER)

                                                                                                                  SKIP:
    ITERS:                        RANGE: 1880/1994, 9999
                                  QXQ: Do not include frequent trips within period of                            INSTRUCTIONS:
                                      time or working in the United States but residing
                                      in another country.
====================================================================================================================================================

MARSTATP                          When you were last interviewed on  "P_INTDATE" you were "P_MARISTAT".  Is that  SAMPLE: ASK IF NOT MISSING FROM NPSAS OR PRELOAD
AQ number: 708                    correct?                                                                               EQUAL TO 5 (NEVER BEEN MARRIED)

                                  1 YES, THAT IS CORRECT                                                                   SKIP: IF MARSTATP EQUAL TO 1 THEN GOTO MARSTAT
                                  2 NO, THAT IS NOT CORRECT
    ITERS:                        RANGE:
                                  QXQ: No QxQ needed.                                                             INSTRUCTIONS:

====================================================================================================================================================

MARSTATQ                          (IN DECEMBER OF 1993/AT THE TIME OF THE NPSAS INTERVIEW, ON [NPSAS DATE]), were SAMPLE:
AQ number: 710                    you . . .

                                  1 Married                                                                       SKIP:
                                  2 Divorced
                                  3 Separated
                                  4 Widowed
                                  5 Never been married
                                  6 Living together in a marriage like relationship
    ITERS:                        RANGE:
                                  QXQ: Choose actual living arrangement for living                               INSTRUCTIONS: IF NPSAS NOT COMPLETED LET
                                      together in a marriage like relationship. For                                            "INSERT" EQUAL TO "In December of
                                      example, if divorced and living together in a                                           1993".IF COMPLETED LET "INSERT"
                                      marriage like relationship with another person,                                         EQUAL TO "At that time, on".
                                      choose living together.  Separated is a step                                           ITEMS  750-758 SHOULD BE SET IN A
                                      towards ending or considering ending a marriage.                                        MATRIX SCREEN.
                                      Married R's temporarily separated due to a job
                                      situation should be considered as married.
                                      Probe if R says Single.  Single does not
                                      necessarily mean Never been married.  Divorced,
                                      separated, and widowed individuals often consider
                                      themselves "single."
====================================================================================================================================================

MARSTAT AQ number 712             Has there been any change in your marital status since (DECEMBER 1993/NPSAS DATE)? SAMPLE:
                                  (If never been married) for example, have you gotten married or begun living with
                                  someone in a marriage like relationship?

                                  1 YES                                                                                    SKIP: IS MARSTAT EQUAL TO 2 THEN GOTO CHILDREN
                                  2 NO
    ITERS:                        RANGE:
                                  QXQ: No Q x Q needed.                                                           INSTRUCTIONS:

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MARCHANG                   What was the first change and when did it occur?                          SAMPLE:
AQ number: 713             (ENTER TYPE AND DATE OF CHANGE)
                           1st       MAR    DIV    SEP          WID     NBM    LVT
                           DATE
                           Was there another change?
                           (IF YES, ENTER TYPE AND DATE OF CHANGE.  IF NO, ENTER NCH)
                           2nd   NCH   MAR    DIV    SEP    WID    NBM    LVT
                           DATE
                           Was there another change?
                           3rd   NCH   MAR    DIV    SEP    WID    NBM    LVT
                           DATE
                           Was there another change?
                           4th   NCH   MAR    DIV    SEP    WID    NBM    LVT
                           DATE
                           IF ADDITIONAL CHANGES, ENTER CURRENT STATUS AT 4th CHANGE AND INSERT OTHER CHANGES
                           IN A COMMENT BOX

                                                                                                     SKIP:
ITERS:                     RANGE: 1/12, 91/94, 96                                                    INSTRUCTIONS: LET "INSERT" EQUAL TO "we last
                           QXQ: NCH EQUAL TO no change in status                                                   talked to you on P_INTDATE" IF
                                MAR EQUAL TO married                                                               NPSAS INTERVIEW COMPLETED.  IF
                                DIV EQUAL TO divorced                                                              NPSAS NOT COMPLETED LET "INSERT"
                                SEP EQUAL TO separated                                                             EQUAL TO "December 1993"
                                WID EQUAL TO widowed                                                               ASK "ANY CHANGE" ITEM UNTIL NO
                                NBM EQUAL TO never been married                                                    CHANGE IS INDICATED OR THREE
                                LVT EQUAL TO living together in a marriage like                                    CHANGES HAVE BEEN COLLECTED.
                                relationship
===============================================================================================================================================
MARCONFIRM  AQ number: 727   You are currently MARCHANG.   Is that correct?                          SAMPLE:

                           1 YES                                                                     SKIP: IF MARCONFIRM EQUAL TO 2 THEN GOTO MARCHANG
                           2 NO                                                                            AND CORRECT THE SCREEN
ITERS:                     RANGE:
                           QXQ: No Q x Q needed.                                                     INSTRUCTIONS:
===============================================================================================================================================
CHILDREN                   Do you have any children?  Please include adopted, foster, and step children.  SAMPLE:
AQ number: 729             Also remember to include any children who are living outside your household.

                           1 YES                                                                     SKIP: IF CHILDREN EQUAL TO 2 THEN GOTO "WHERELIV"
                           2 NO
ITERS:                     RANGE:
                           QXQ: No QxQ needed.                                                       INSTRUCTIONS:
===============================================================================================================================================
NUMCHIL                    How many children do you have?                                            SAMPLE:
AQ number: 730

                                                                                                     SKIP:
ITERS:                     RANGE: 1/15                                                               INSTRUCTIONS:
                           QXQ: No QxQ needed.
===============================================================================================================================================
DEPENDEN                   How many children live with you or depend on you for more than half their support?  SAMPLE:
AQ number: 731

                                                                                                     SKIP: IF DEPENDEN EQUAL TO 0 THEN GOTO WHERELIV
ITERS:                     RANGE: 0/15
                           QXQ: Count the child if the R provides at least                           INSTRUCTIONS: REPONSE CANNOT BE LARGER THAN
                           $3,000.00 worth of support in a calendar year                                           NUMCHIL
                           whether R actually claims them as dependent on
                           their taxes.
===============================================================================================================================================
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BDAYCHIL                        (I need some information on the 10 youngest children only)        SAMPLE:
AQ number: 733                  I need to know the birth days of your children...
                                -If one child: And what is the birthdate of your child?
                                ELSE
                                And what is the birthdate of the (youngest/next youngest) of these children?

                                                                                                  SKIP:
ITERS: 10                       RANGE: 1/31, 40/94
                                QXQ: If R has more than 10 children, pick up the                  INSTRUCTIONS: LET "INSERT" EQUAL TO "your child"
                                    birthdates for the 10 youngest children.                                    IF "NUMBCHIL" EQUAL TO 1.  LET
                                                                                                                "INSERT"EQUAL TO "the oldest of
                                                                                                                these children" IF "NUMBCHIL"
                                                                                                                GREATER THAN 1. LET "INSERT" EQUAL
                                                                                                                TO "the next oldest of these
                                                                                                                children" ON FIRST LOOP(IF
                                                                                                                "NUMBCHIL GREATER THAN OR EQUAL.TO
                                                                                                                2) Insert preamble only if DEPENDEN
                                                                                                                                is greater than 10.
========================================================================================================================================================
WHERELIV                        What type of housing were you living in on April 1 of this year?   SAMPLE:
AQ number: 736                  Was it . . .

                                1 in your own home or apartment                                    SKIP:
                                2 in your parents or guardians residence
                                3 In school-owned housing
                                4 with other relatives (not parents, spouse, or children)
                                5 in employer provided residence (military base)
                                6 In a sorority/ fraternity house
                                7 OTHER
ITERS:                          RANGE:
                                QXQ: If R was traveling at the time, ask what R would               INSTRUCTIONS:
                                    consider to be their  residence on April 1. If R
                                    lives with an unrelated roommate, code "own
                                    apartment or house"
========================================================================================================================================================
WHOLIVE                         Who was living in the household on April 1, 1994 besides you?       SAMPLE:
AQ number: 737

                                1 RESPONDENT LIVES ALONE                                            SKIP: SKIP IF WHOLIVE EQUAL TO 1 THEN GOTO
                                2 OTHER PEOPLE IN HOUSEHOLD                                                "EDUCATION OF SPOUSE"
ITERS:                          RANGE:
                                QXQ: If R was traveling at the time, ask who was living             INSTRUCTIONS:
                                    in the place that would be considered their
                                    permanent residence April 1.
========================================================================================================================================================
HOUSHOLD                        INTERVIEWER: ENTER THE NUMBER OF EACH TYPE OF HOUSEHOLD MEMBER NEXT TO THE TYPE.   SAMPLE:
AQ number: 738                  (Probe if respondent says he lives with more than four grandparents, one mother,
                                one father, etc.)

                                HOUSEHOLD MEMBERS:                                                  SKIP:
                                NON RELATIVE OR ROOMMATE? ................
                                HUSBAND, WIFE, OR PARTNER?.........
                                CHILDREN OR STEP-CHILDREN?.........
                                FATHER?............................
                                OTHER MALE GUARDIAN (SUCH AS A STEPFATHER)?...
                                MOTHER?............................
                                OTHER FEMALE GUARDIAN (SUCH AS A STEPMOTHER)?...
                                BROTHER(S) (INCLUDING STEP- OR HALF-BROTHERS)?...
                                SISTER(S) (INCLUDING STEP- OR HALF-SISTERS)?....
                                GRANDPARENT(S)?....................
                                OTHER RELATIVE(S) (INCLUDING CHILDREN AND ADULTS)?...
ITERS:                          RANGE:
                                QXQ: Account for EVERYONE (except R) who lives in the               INSTRUCTIONS: NEED TO BE ABLE TO CODE FOR EACH
                                    household.
========================================================================================================================================================
```

```
TOTALIVE                        This means that there were (HOUSHOLD (SUM) + 1) people living in your household,     SAMPLE:
AQ number: 750                  including yourself.  Is that correct?

                                1 YES                                                                                               SKIP:
                                2 NO
    ITERS:                      RANGE:
                                QXQ: No QxQ needed.                                               INSTRUCTIONS: LET "INSERT" EQUAL TO "HOUSEHOLD"
                                                                                                                (SUM) +1 (R)
=======================================================================================================================================================

HEADHOUS                        Is your name (or the name of your spouse/partner) the name on your mortgage or      SAMPLE: DO NOT ASK IF WHOLIVE EQUAL TO 1.
AQ number: 751                  rental agreement?                                                                            DO NOT ASK IF WHOLIVE  EQUAL TO 2 AND ALL
                                                                                                                             OTHER HOUSEHOLD MEMBERS ARE NOT RELATED TO
                                                                                                                             THE RESPONDENT

                                1 YES                                                                                               SKIP:
                                2 NO
    ITERS:                      RANGE:
                                QXQ: No QxQ needed.                                               INSTRUCTIONS:

=======================================================================================================================================================
```

EDSPOUSE
AQ number: 754

What is the highest grade or level of education that your spouse/partner has completed?

SAMPLE: ASK ONLY IF MARSTATQ EQUAL TO 1 OR 6 OR
         LAST LOOP CHANGE EQUAL TO 1 OR 6.

01 LESS THAN HIGH SCHOOL
02 GED
03 HIGH SCHOOL GRADUATION

SKIP:

VOCATIONAL TRADE OR BUSINESS SCHOOL AFTER HIGH SCHOOL:
04 LESS THAN 1 YEAR
05 1 YEAR BUT LESS THAN 2 YEARS
06 2 YEARS OR MORE

COLLEGE OR UNIVERSITY:
07 LESS THAN 2 YEARS OF COLLEGE
08 ASSOCIATE'S DEGREE
09 2 OR MORE YEARS OF COLLEGE
10 BACHELOR'S DEGREE (4-5 YEAR)
11 MASTER'S DEGREE OR EQUIVALENT
12 FIRST PROFESSIONAL DEGREE (JD, MD, OD, DDS, ETC . . .)
13 OTHER ADVANCED PROFESSIONAL DEGREE
14 DOCTORATE (Ph.D. Ed.D.)

ITERS:

RANGE:

QXQ: If more than one response is given, enter the
     higher code.

INSTRUCTIONS: INSERT SPOUSE OR PARTNER BASED ON
              MARCONFIRM

GED - General Education Development Certification.
Persons may obtain a GED, allowing them to take
postsecondary education (without actually having
their high school diploma).

Associate's degree: A degree signifying the
completion of a 2-year program offered by a
college.

Examples of Masters's Degrees:
Master of Arts (MA)
Master of Science (MS)
Master of Business Administration (MBA)
Master of Fine Arts (MFA)

Examples of Doctoral Degrees:
Doctor of Philosophy (PH.D)
Doctor of Education (ED.D)

First Professional Degrees:
MUST BE ONE OF THE FOLLOWING:
        Chiropractic (DC or DCM)
        Dentistry (DDS or DMD)
        Medicine (MD)
        Law (LLB, JD)
        Optometry (OD)
        Osteopathic Medicine (DO)
        Pharmacy (D.Pharm)
        Podiatry (Pod.D. or DP)
        Veterinary Medicine (DVM)
        Theology (M.Div or MHL or BD)

NOTE: Professional degrees do not include degrees
in cosmetology, truck driving, radio or
refrigerator repair, et cetera.

==

ENSPOUSE
AQ number: 755

Is your spouse/partner currently enrolled in school?

SAMPLE: ASK ONLY IF MARSTATQ EQUAL TO 1 OR 6 OR LAST
        LOOP CHANGE EQUAL TO 1 OR 6.

1 YES
2 NO

SKIP: IF ENSPOUSE EQUAL TO 2, REF, DK, MISSING
      THEN GOTO
TOTALNUMDEP

ITERS:

RANGE:
QXQ: No QxQ needed.

INSTRUCTIONS: INSERT SPOUSE OR PARTNER BASED ON
              MARCONFIRM

==

LEVSPOUSE   What level of courses is your spouse/partner taking?   SAMPLE: ASK ONLY IF MARSTATQ EQUAL TO 1 OR 6 OR
AQ number: 756   LAST LOOP CHANGE EQUAL TO 1 OR 6.

                                  1 HIGH SCHOOL   SKIP:
                                  2 LICENSE OR CERTIFICATE
                                  3 UNDERGRADUATE
                                  4 GRADUATE
                                  5 FIRST PROFESSIONAL
ITERS: RANGE:
                                  QXQ: License: an official or legal permission to do   INSTRUCTIONS: INSERT SPOUSE OR PARTNER BASED ON
                                       something specific (example: hairdressing,   MARCONFIRM
                                       practical nursing, flying).
==

TOTALNUMDEP   How many people did you (and your spouse/partner) support in 1993. Please include SAMPLE:
AQ number: 757   yourself (and your spouse/partner) and anyone who received more than half their
                                  support from you.

                                                                                                 SKIP:
ITERS: RANGE: 1/20
                                  QXQ: No Q x Q needed.   INSTRUCTIONS: INSERT SPOUSE OR PARTNER BASED ON
                                                                                                               MARCONFIRM
==

FINANRES   Was there anyone else (in 1993) who you helped financially but provided less than   SAMPLE:
AQ number: 758   half of their support?

                                  1 YES   SKIP: IF FINANRES EQUAL TO 2 THEN GOTO CARETAKE
                                  2 NO
ITERS: RANGE:
                                  QXQ: No QxQ needed.   INSTRUCTIONS:
==

FINANSUP AQ number: 759   How many people?   SAMPLE:

                                                                                                 SKIP:
ITERS: RANGE: 1/20
                                  QXQ: No Q x Q needed.   INSTRUCTIONS:
==

CARETAKE   Was there anyone else, who relied on you to provide non-financial assistance? For SAMPLE:
AQ number: 760   example, did you regularly spend time caring for an elderly relative or a younger
                                  sibling?

                                  1 YES   SKIP: IF CARETAKE EQUAL TO 2 THEN GOTO ANNUINC
                                  2 NO
ITERS: RANGE:
                                  QXQ: Do not include caretaking responsibilities that   INSTRUCTIONS:
                                       the respondent considers a job or those that are
                                       part of an organized volunteer activity.
==

TAKECARE AQ Number: 761   How many people?   SAMPLE:

                                                                                                 SKIP:
ITERS: RANGE: 1/20
                                  QXQ: No Q x Q needed.   INSTRUCTIONS:
==

ANNUINC   What was your personal income from all jobs in 1993? (Please exclude untaxed   SAMPLE:
AQ number: 762   income or income from other sources such as interest, dividends, and capital
                                  gains.)

                                                                                                 SKIP: IF ANNUINC IS NOT DK OR MISSING THEN
                                                                                                       GOTO "TOTINCOM"
ITERS: RANGE: 0/9999990
                                  QXQ: Include taxable payments for freelance work such   INSTRUCTIONS:
                                       as writing or grants/fellowships for reseach. Do
                                       not include untaxable grants/fellowships.
==

```
ANNUINCR                    What is your estimate of your personal income from all jobs in 1993?   (Please      SAMPLE:
AQ number: 763              exclude untaxed income or income from other sources such as interest, dividends,
                           and capital gains.)
                                   Would you estimate your 1993 personal income from all jobs was . . .

                           1 less than $5,000                                                                    SKIP: IF ANNUINCR IS NOT DK THEN GOTO
                           2 at least $5,000 but less than $10,000                                                     "TOTINCOM"
                           3 at least $10,000 but less than $20,000
                           4 at least $20,000 but less than $30,000
                           5 at least $30,000 but less than $50,000
                           6 at least $50,000 but less than $75,000
                           7 at least $75,000 but less than $100,000
                           8 or $100,000 or more
ITERS:                      RANGE:
                           QXQ: Include taxable payments for freelance work such                                 INSTRUCTIONS:
                                as writing or  grants/fellowships for reseach.  Do
                                not include untaxable grants/fellowships.
=======================================================================================================================================================

TOTINCOM                    What was your personal income from all sources in 1993?                             SAMPLE:
AQ number: 764             (THIS AMOUNT MUST INCLUDE INCOME FROM ALL JOBS AND MUST BE EQUAL TO OR LARGER THAN
                          JOB INCOME)

                                                                                                                 SKIP: IF TOTINCOM IS NOT DK OR MISSING THEN
                                                                                                                       GOTO "ANNUINCS"
ITERS:                      RANGE: 0/9999990
                           QXQ: Include every form of income possible: all                                       INSTRUCTIONS:
                                grants/scholarships, interest/dividends, capital
                                gains, inheritance, illegal/unreported income.
                                Losses reported on income tax can be deducted.
                                Total should be similar to that reported as
                                Adjusted Gross Income on 1040.
=======================================================================================================================================================

TOTINCOMER                  Would you estimate your personal income from all sources in 1993 was . . . (THIS     SAMPLE:
AQ number: 765             AMOUNT MUST INCLUDE INCOME FROM ALL JOBS AND MUST BE EQUAL TO OR LARGER THAN JOB
                          INCOME)

                           1 less than $5,000                                                                    SKIP: IF TOTINCOMER IS NOT DK THEN GOTO
                           2 at least $5,000 but less than $10,000                                                     "ANNUINCS"
                           3 at least $10,000 but less than $20,000
                           4 at least $20,000 but less than $30,000
                           5 at least $30,000 but less than $50,000
                           6 at least $50,000 but less than $75,000
                           7 at least $75,000 but less than $100,000
                           8 or $100,000 or more
ITERS:                      RANGE:
                           QXQ: Include every form of income possible: all                                       INSTRUCTIONS:
                                grants/scholarships, interest/dividends, capital
                                gains, inheritance, illegal/unreported income.
                                Losses reported on income tax can be deducted.
                                Total should be similar to that reported as
                                Adjusted Gross Income on 1040.
=======================================================================================================================================================

ANNUINCSP                   What was your spouse's/partner's personal income from all jobs in 1993? (Please      SAMPLE: ASK ONLY IF MARSTATQ EQUAL TO 1 OR 6 OR LAST
AQ number: 767             exclude untaxed income or income from other sources such as interest, dividends,            LOOP CHANGE EQUAL TO 1 OR 6.
                          and capital gains.)

                                                                                                                 SKIP: IF ANNUNICSP IS NOT "DK" OR "MISSING"
                                                                                                                       THEN GOTO "TOTINCSP".
ITERS:                      RANGE: 0/9999990
                           QXQ: Include taxable payments for freelance work such                                 INSTRUCTIONS: INSERT SPOUSE OR PARTNER BASED ON
                                as writing or  grants/fellowships for reseach.  Do                                             MARCONFIRM
                                not include untaxable grants/fellowships.
=======================================================================================================================================================
```

ANNUINCS
AQ number: 768

What is your estimate of your spouse's/partner's personal income from all jobs in 1993?   (Please exclude untaxed income or income from other sources such as interest, dividends, and capital gains.)
Would you estimate your spouse's/partner's 1993 total income from all jobs was . . .

SAMPLE: ASK ONLY IF MARSTATQ EQUAL TO 1 OR 6 OR LAST LOOP CHANGE EQUAL TO 1 OR 6.

1 less than $5,000
2 at least $5,000 but less than $10,000
3 at least $10,000 but less than $20,000
4 at least $20,000 but less than $30,000
5 at least $30,000 but less than $50,000
6 at least $50,000 but less than $75,000
7 at least $75,000 but less than $100,000
8 or $100,000 or more

SKIP:

ITERS:

RANGE:
QXQ: Include taxable payments for freelance work such as writing or grants/fellowships for reseach. Do not include untaxable grants/fellowships.

INSTRUCTIONS: INSERT SPOUSE OR PARTNER BASED ON MARCONFIRM

===

TOTALINCSP
AQ number: 769

What was your spouse's/partner's income from all sources in 1993?
(THIS AMOUNT MUST INCLUDE INCOME FROM ALL JOBS AND MUST BE EQUAL TO OR LARGER THAN JOB INCOME)

SAMPLE: ASK ONLY IF MARSTATQ EQUAL TO 1 OR 6 OR LAST LOOP CHANGE EQUAL TO 1 OR 6.

SKIP: IF TOTALINCSP IS NOT "DK" OR "MISSING" THEN GOTO "HSEHLDI1".

ITERS:

RANGE: 0/9999990
QXQ: Include every form of income possible: all grants/scholarships, interest/dividends, capital gains, inheritance, illegal/unreported income. Losses reported on income tax can be deducted. Total should be similar to that reported as Adjusted Gross Income on 1040.

INSTRUCTIONS: INSERT SPOUSE OR PARTNER BASED ON MARCONFIRM

===

TOTINCSP
AQ number: 770

Would you estimate your spouse's/partner's income from all sources in 1993 was . . . . (THIS AMOUNT MUST INCLUDE INCOME FROM ALL JOBS AND MUST BE EQUAL TO OR LARGER THAN JOB INCOME)

SAMPLE: ASK ONLY IF MARSTATQ EQUAL TO 1 OR 6 OR LAST LOOP CHANGE EQUAL TO 1 OR 6.

1 less than $5,000
2 at least $5,000 but less than $10,000
3 at least $10,000 but less than $20,000
4 at least $20,000 but less than $30,000
5 at least $30,000 but less than $50,000
6 at least $50,000 but less than $75,000
7 at least $75,000 but less than $100,000
8 or $100,000 or more

SKIP:

ITERS:

RANGE:
QXQ: Include every form of income possible: all grants/scholarships, interest/dividends, capital gains, inheritance, illegal/unreported income. Losses reported on income tax can be deducted. Total should be similar to that reported as Adjusted Gross Income on 1040.

INSTRUCTIONS: INSERT SPOUSE OR PARTNER BASED ON MARCONFIRM

===

HSEHLDI1
AQ number: 771

Is there anyone else living in the household who contributes to the family income?

SAMPLE: ASK ONLY IF HEADHOUS EQUAL TO 1

1 YES
2 NO

SKIP: IF "HSEHLDI1" EQUAL TO 2 THEN GOTO "SAVINGS"

ITERS:

RANGE:
QXQ: Anyone aside from respondent and spouse.

INSTRUCTIONS:

===

```
HSEHDIN                      What was their total income from all sources in 1993?            SAMPLE:
AQ number: 772               (PROBE FOR AN ESTIMATE IF NEEDED)

                                                                                              SKIP:
      ITERS:                 RANGE: 0/999999
                             QXQ: Include every form of income possible: all                 INSTRUCTIONS:
                                 grants/scholarships, interests/dividends, capital
                                 gains, inheritance, illegal/unreported income.
                                 Losses reported on income tax can be deducted.
                                 Total should be similar to that reported as
                                 Adjusted Gross Income (adding in unreported
                                 income).
===================================================================================================================================

SAVINGS                      Are you currently actively saving money for any reason?          SAMPLE:
AQ number: 773

                             1 YES                                                            SKIP: IF SAVINGS EQUAL TO 2 THEN GOTO
                             2 NO                                                                   UNDERGRAD_DEBTV
      ITERS:                 RANGE:
                             QXQ: Actively means any savings activity over the past           INSTRUCTIONS:
                                 12 months. Include personal contributions made to
                                 employer sponsored retirement plans.  DO NOT
                                 include contributions made BY employer or
                                 mandatory contributions such as Social Security.
===================================================================================================================================

SAVINGSB                     What are you currently saving money toward...?                   SAMPLE:
AQ number: 774               CODE ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED

                             1 PURCHASE OF A HOME                                                    SKIP:
                             2 FURTHERING YOUR EDUCATION
                             3 A CHILD'S EDUCATION
                             4 RETIREMENT
                             5 PURCHASE OF A CAR, TRUCK, BOAT, MOTORCYCLE, ETC
                             6 VACATION OR TRIP
                             7 WEDDING OR BIRTH OF A CHILD
                             8 GENERAL "RAINY DAY" PURPOSES
                             9 OTHER
      ITERS:                 RANGE:
                             QXQ: Do not include current payments on a mortgage,              INSTRUCTIONS: Do not read list to respondent.
                                 past or present loans.  Do not include grants,                             Code all that apply.
                                 fellowships or scholarships as savings.
===================================================================================================================================

UNDERGRAD_DEBTV              According to our records, you borrowed "P_061" for your undergraduate education--  SAMPLE: ASK IF UNDERGRAD DEBT TOTAL FROM NPSAS IS
AQ number: 775               that was in loans from all sources.  Is that about right?                                NOT MISSING

                             1 YES                                                            SKIP: IF UNDERGRAD_DEBTV EQUAL TO 1 THEN GOTO
                             2 NO                                                                   UNDERGRAD_OWE
      ITERS:                 RANGE:
                             QXQ: Includes Federal, state and institutional loans,            INSTRUCTIONS:
                                 loans from family, friends and relatives, loans
                                 from banks, savings and loans, and credit unions,
                                 loans that have been repaid.
===================================================================================================================================

UNDERGRAD_DEBTN             What was the total amount of money you borrowed for your undergraduate education   SAMPLE: ASK IF UNDERGRAD DEBT TOTAL FROM NPSAS IS
AQ number: 777              up through (DATE RECEIVED BA)...?  Please include the amounts in federal, state,          MISSING
                           or institutional loans you received from all sources. Also include loans from
                           family, friends, relatives, banks, savings and loans, and credit unions, and loans
                           that have been repaid.  Up through (DATE RECEIVED BA), how much money did you
                           borrow for undergraduate education?
                           $

                                                                                             SKIP: IF UNDERGRAD_DEBTN EQUAL TO 0,DK,REF GOTO
                                                                                                   GRADSCHOOLDEBT
      ITERS:                RANGE: 0/999990
                           QXQ: Include money borrowed to cover tuition, room and             INSTRUCTIONS:
                               board, fees, books, lab materials, and so forth.
===================================================================================================================================
```

UNDERGRAD_OWE
AQ number: 779

Of the "P_UNDERGRAD_TOTAL_DEBT" you borrowed for your undergraduate education, how SAMPLE:
much do you still owe?

SKIP: IF UNDERGRAD_OWE EQUAL TO 0,DK,REF GOTO
GRADSCHOOLDEBT

ITERS:

RANGE: 0/9999990

INSTRUCTIONS:

QXQ: Do not include any part of a loan which has been
forgiven or canceled. Do include the part that has
not be forgiven of canceled.

==

NUMBERLOANS
AQ number: 780

How many separate loans for undergraduate study are still outstanding, that is, SAMPLE:
how many loans require or will require a distinct payment?

SKIP:

ITERS:

RANGE: 1/20

INSTRUCTIONS:

QXQ: Include outstanding loans from all undergraduate
study, not just the loans for study at the school
where R received bachelors degree. If uncertain
how many loans are outstanding, ask R the number
of separate monthly payments R is asked to make.
If more than 7 loans, confirm that they are
separate, distinct loans.

==

TYPEOFLOAN(N)
AQ number: 782

What type of loan is (the largest/next largest) of these loans? (INTERVIEWER: IF SAMPLE:
R HAS MORE THAN 7 DISTINCT LOANS, COLLECT INFORMATION ON THE SEVEN LARGEST.)

1 CONSOLIDATED LOAN   SKIP:
2 STAFFORD LOAN (GUARANTEED STUDENT LOAN, GSL)
3 PERKINS LOAN (NATIONAL DIRECT STUDENT LOAN, NDSL)
4 OTHER FEDERAL LOAN (PLUS, ICL, HEAL, HPSL, EFN, FADHPS, NSL,
etc.)
5 STATE LOAN
6 LOAN FROM FAMILY OR FRIEND
7 INSTITUTIONAL LOAN
8 OTHER LOAN

ITERS: 7

RANGE:

INSTRUCTIONS: Display message only if R has
more than seven loans in
NUMBERLOANS

QXQ: Federal loan programs are administered through
banks. If R got a Guaranteed Student Loan from
Harris Bank, the type of loan is "STAFFORD" and
not an Institutional loan.

Consolidated loan: A loan formed by combining
several loans from various sources into one. It
can be combined across loan types
(Stafford/Perkins), institutions, banks and loan
agencies.

Largest loan is defined as largest total loan
amount

==

STATUSLOAN(N)
AQ number: 784

What is the status of your (TYPEOFLOAN(N))loan? (IF NECESSARY: Are payments due? SAMPLE:
Are you currently making payments?)

1 NO PAYMENTS CURRENTLY REQUIRED (GRACE PERIOD, IN DEFERMENT,   GRANTED   SKIP:
  FORBEARANCE)
2 FULL PAYMENT CURRENTLY REQUIRED
3 PARTIAL PAYMENT CURRENTLY REQUIRED
4 IN DEFAULT

ITERS: 7

RANGE:

QXQ: In default: R failed to meet financial obligation
to make loan repayments.

INSTRUCTIONS:

==

```
PAYLOAN(N)                          When (is/was) your first payment due on your (TYPEOFLOAN(N)) loan?     SAMPLE:
AQ number: 786
                                                                                           SKIP: IF DATE OF FIRST PAYMENT IS LATER THAN
                                                                                                 CURRENT DATE THEN GOTO DEFERMENT_STATUS.
                                                                                                 IF STATUSLOAN(N) EQUAL TO 1 THEN GOTO
                                                                                                                    ENDLOOP
ITERS: 7                            RANGE: 1/12, 12/95
                                    QXQ: Record when first payment was due and not when R    INSTRUCTIONS:
                                        made the payment if dates are different.
=================================================================================================================================================

PAYLOAN(N)_B                        When did you make your most recent (or last) payment on your (TYPEOFLOAN(N)) loan?  SAMPLE:
AQ number: 788
                                    (INT: ENTER 88/88 IF R NEVER PAID)
                                                                                           SKIP: IF STATUSLOAN(N) EQUAL TO 3 OR 4 THEN GOTO
                                                                                                 PAYLOAN_2(N)
ITERS: 7                            RANGE: 1/12, 10/94, 88
                                    QXQ: No Q x Q needed.                                    INSTRUCTIONS:
=================================================================================================================================================

DEFERMENT_STATUS                    Has any of your regular payment been deferred?          SAMPLE:
AQ number: 790
                                    1 YES                                                                               SKIP:
                                    2 NO
ITERS: 7                            RANGE:
                                    QXQ: Deferred payment: payment has been postponed or    INSTRUCTIONS:
                                        put off to a future time by arrangement with the
                                        lender.
=================================================================================================================================================

PAYLOAN_2(N)                        What type of repayment plan are you on?                 SAMPLE:
AQ number: 791
                                    1 INCOME SENSITIVE                                       SKIP:
                                    2 GRADUATED REPAYMENT
                                    3 REGULAR
ITERS: 7                            RANGE:
                                    QXQ: If R is unsure of type, code REGULAR.               INSTRUCTIONS:
                                        Income sensitive: Period is not fixed and payments
                                        will increase or decrease depending on R's
                                        income.

                                        Graduated repayment: repayment period is fixed and
                                        payment amounts gradually increase throughout the
                                        period.
=================================================================================================================================================

PAYLOAN_3(N)                        How much are your monthly payments on this (TYPEOFLOAN(N)) loan?  SAMPLE:
AQ number: 792
                                                                                           SKIP:
ITERS: 7                            RANGE: 1/4000
                                    QXQ: No Q x Q needed.                                    INSTRUCTIONS:
=================================================================================================================================================

LOANPAY                             Altogether then, you pay ("PAYLOAN_3(N) (SUM)) each month toward your  SAMPLE:
AQ number: 795                      undergraduate loans, is that about right?
                                    (IF YES, PRESS ENTER.  IF NO, ENTER A CORRECT AMOUNT)
                                                                                           SKIP:
ITERS:                              RANGE:
                                    QXQ: If R repays loan on quarterly basis, calculate     INSTRUCTIONS:
                                        monthly amount paid, and enter monthly amount
                                        here.
=================================================================================================================================================
```

```
FORGIV_STATUS                   Has any part of any of your loans been forgiven or cancelled?          SAMPLE:
AQ number: 796

                                1 YES                                                                  SKIP: IF FORGIV_STATUS EQUAL TO 2, REF, DK,
                                2 NO                                                                          MISSING THEN GOTO
                                                                                                             GRADSCHOOLDEBT
       ITERS:                   RANGE:
                                QXQ: A forgiven or cancelled part of a loan does not                   INSTRUCTIONS:
                                     need to be paid back by R.
====================================================================================================================================
       LOANFORGIV               How much of your undergraduate debt has been forgiven?                 SAMPLE:
AQ number: 797

                                                                                                       SKIP:
       ITERS:                   RANGE: 1/999990
                                QXQ: No Q x Q needed.                                                  INSTRUCTIONS: Response cannot be larger than
                                                                                                                     UNDERGRAD_DEBTN
====================================================================================================================================
       WHY_FORGIV               Why has it been forgiven?                                              SAMPLE:
AQ number: 798          RECORD VERBATIM
                                                                                                       SKIP:
       ITERS:                   RANGE:
                                QXQ: Some federal loans are partially forgiven or                     INSTRUCTIONS:
                                     canceled because the student joined the Peace
                                     Corps, VISTA, or Teach America.
====================================================================================================================================
       GRADSCHOOLDEBT           Now I want to ask you some questions about borrowing for education since you   SAMPLE: ASK ONLY FOR GRADUATE OR FIRST
AQ number: 799          graduated.  Since receiving your bachelors degree, how much money have you           PROFESSIONAL PROGRAMS
                                borrowed for graduate or professional education, not including loans from family?
                                                                                                       SKIP:
       ITERS:                   RANGE: 0/999000
                                QXQ: Money borrowed for education includes money                      INSTRUCTIONS:
                                     borrowed to cover tuition, room and board, fees,
                                     books, lab materials, and so forth.
====================================================================================================================================
       GRADFAMILYLOAN           How much money have you borrowed from your family, for graduate or professional   SAMPLE: Ask only for graduate or first
AQ number: 800          education  since receiving your bachelors degree? (Include money from parents,          professional programs.
                                inlaws, aunts, uncles, grandparents, etc., but excluding support you receive from
                                your spouse).
                                                                                                       SKIP:
       ITERS:                   RANGE: 0/999000
                                QXQ: Borrowed implies that the money is expected to be                INSTRUCTIONS:
                                     repaid at some time in the near future.
====================================================================================================================================
       GRADFAMILYSUPPORT        How much money have you been given by your family, for graduate or professional   SAMPLE: Ask only for graduate or first
AQ number: 801          education, since getting your bachelors degree? (Include money from parents,            professional programs.
                                inlaws, aunts, uncles, grandparents, etc., but excluding support you received from
                                your spouse)
                                                                                                       SKIP:
       ITERS:                   RANGE: 0/999000
                                QXQ: Given implies that the money is not expected to be               INSTRUCTIONS:
                                     repaid.
                                     Money borrowed for education includes money
                                     borrowed to cover tuition, room and board, fees,
                                     books, lab materials, and other living expenses.
====================================================================================================================================
```

```
DEBTSPOU                    Has your (spouse/partner) received any loans for education since leaving high    SAMPLE: ASK ONLY IF MARSTATQ EQUAL TO 1 OR 6 OR
AQ number: 803              school?                                                                          LAST LOOP CHANGE EQUAL TO 1 OR 6.

                            1 YES                                                                                       SKIP: IF "DEBTSPOU" EQUAL TO 2 THEN GOTO "HOUSE"
                            2 NO
        ITERS:              RANGE:
                            QXQ: Include all federal, state, private bank, or                               INSTRUCTIONS: INSERT SPOUSE OR PARTNER BASED ON
                               personal loans, or grants or scholarships that                                             MARCONFIRM
                               required any amount of repayment.
==============================================================================================================================================================
TOTLOANSP                   What was the total amount your (spouse/partner) borrowed for (his/her) education  SAMPLE: ASK ONLY IF MARSTATQ EQUAL TO 1 OR 6 OR LAST
AQ number: 804              since high school?                                                               LOOP CHANGE EQUAL TO 1 OR 6.

                                                                                                             SKIP:
        ITERS:              RANGE: 1/999999
                            QXQ: Include all federal, state, private bank, or                               INSTRUCTIONS: INSERT SPOUSE OR PARTNER BASED ON
                               personal loans, or grants or scholarships that                                             MARCONFIRM
                               required any amount of repayment.
==============================================================================================================================================================
TOTALBAL                    How much does your spouse/partner still owe for education loan(s)?                SAMPLE: ASK ONLY IF MARSTATQ EQUAL TO 1 OR 6 OR LAST
AQ number: 805                                                                                               LOOP CHANGE EQUAL TO 1 OR 6.

                                                                                                             SKIP: IF "TOTALBAL" EQUAL TO 0 THEN GOTO "HOUSE"
        ITERS:              RANGE: 1/999999
                            QXQ: No QxQ needed.                                                              INSTRUCTIONS: INSERT SPOUSE OR PARTNER BASED ON
                                                                                                                         MARCONFIRM
==============================================================================================================================================================
SPLOANDFR                   Have any of your (spouse's/partner's)  education loan payments been deferred?     SAMPLE: ASK ONLY IF MARSTATQ EQUAL TO 1 OR 6 OR LAST
AQ number: 806                                                                                               LOOP CHANGE EQUAL TO 1 OR 6.

                            1 YES                                                                                       SKIP:
                            2 NO
        ITERS:              RANGE:
                            QXQ: Deferred payment: payment has been postponed or                            INSTRUCTIONS: INSERT SPOUSE OR PARTNER BASED ON
                               put off to a future time by arangement with the                                           MARCONFIRM
                               lender.
==============================================================================================================================================================
SPLOANFRG                   Have any of your (spouse's/partner's)  education loan payments been forgiven?     SAMPLE: ASK ONLY IF MARSTATQ EQUAL TO 1 OR 6 OR LAST
AQ number: 807                                                                                               LOOP CHANGE EQUAL TO 1 OR 6.

                            1 YES                                                                                       SKIP:
                            2 NO
        ITERS:              RANGE:
                            QXQ: A forgiven part of a loan does not need to be paid                          INSTRUCTIONS: INSERT SPOUSE OR PARTNER BASED ON
                               back by spouse/partner.                                                                    MARCONFIRM
==============================================================================================================================================================
REPAYMENSP                  What are your (spouse's/partner's) monthly payments on outstanding educational    SAMPLE: ASK ONLY IF MARSTATQ EQUAL TO 1 OR 6 OR LAST
AQ number: 808              loans?                                                                           LOOP CHANGE EQUAL TO 1 OR 6.

                                                                                                             SKIP:
        ITERS:              RANGE: 0/9990
                            QXQ: If payments are not on a monthly schedule,                                 INSTRUCTIONS: INSERT SPOUSE OR PARTNER BASED ON
                               estimate what they would be if they were monthly.                                         MARCONFIRM
==============================================================================================================================================================
HOUSE                       Do you (and your spouse/partner) own a house or condiminium?                      SAMPLE:
AQ number: 809

                            1 YES                                                                                       SKIP: IF "HOUSE" EQUAL TO 2 THEN GOTO "RENT"
                            2 NO
        ITERS:              RANGE:
                            QXQ: No QxQ needed.                                                              INSTRUCTIONS: INSERT SPOUSE OR PARTNER BASED ON
                                                                                                                         MARCONFIRM
==============================================================================================================================================================
```

```
MORTGAGE                          How much do you pay monthly on your mortgage?                    SAMPLE:
AQ number: 810

                                                                                                  SKIP: GOTO "CAR"
    ITERS:                        RANGE: 0, 100/10000
                                  QXQ: If no payments, enter 0.                                   INSTRUCTIONS:

===========================================================================================================================================

RENT                              What are your monthly payments for rent?                        SAMPLE:
AQ number: 811

                                                                                                  SKIP:
    ITERS:                        RANGE: 0, 50/10000
                                  QXQ: If no payments, enter 0.                                   INSTRUCTIONS:

===========================================================================================================================================

CAR                               Do you (or your spouse/ partner) own any cars, trucks, vans, or motorcycles?   SAMPLE:
AQ number: 812

                                  1 YES                                                           SKIP: SKIP IF "CAR" EQUAL TO 2 THEN GOTO "OTHDEBT"
                                  2 NO
    ITERS:                        RANGE:
                                  QXQ: No QxQ needed.                                              INSTRUCTIONS: INSERT SPOUSE OR PARTNER BASED ON
                                                                                                                MARCONFIRM
===========================================================================================================================================

AUTOPAY                           What are your monthly payments on your auto loan(s)?            SAMPLE:
AQ number: 813

                                                                                                  SKIP:
    ITERS:                        RANGE: 0/5000
                                  QXQ: If no payments, enter 0.                                   INSTRUCTIONS:

===========================================================================================================================================

OTHDEBT                           Do you have any other debt for which you are making monthly payments? (DO NOT   SAMPLE:
AQ number: 814                     INCLUDE EDUCATIONAL)
                                  1 YES                                                            SKIP: IF "OTHDEBT" EQUAL TO 2 THEN GOTO SAT
                                  2 NO
    ITERS:                        RANGE:
                                  QXQ: No QxQ needed.                                              INSTRUCTIONS:

===========================================================================================================================================

OTHDEBPAY                         What are your monthly payments for this other debt?  (DO NOT INCLUDE EDUCATIONAL)  SAMPLE:
AQ number: 815

                                                                                                  SKIP:
    ITERS:                        RANGE: 1/99999
                                  QXQ: No QxQ needed.                                              INSTRUCTIONS:

===========================================================================================================================================

SAT                               Did you take the SAT, the Scholastic Aptitude Test?             SAMPLE: ASK ONLY IF SAT IS MISSING FROM NPSAS.
AQ number: 816                                                                                            IF SAT IS PROVIDED THEN GOTO ACT

                                  1 YES                                                            SKIP: IF SAT EQUAL TO 2 THEN GOTO ACT
                                  2 NO
    ITERS:                        RANGE:
                                  QXQ: No QxQ needed.                                              INSTRUCTIONS:

===========================================================================================================================================

SATTAKE   AQ Number: 817          What was your total score on the SAT?                           SAMPLE:

                                                                                                  SKIP: IF SATTAKE IS NOT DK OR REF THEN GOTO
                                                                                                        SATDATE
    ITERS:                        RANGE: 400/1600
                                  QXQ: Record score from the last SAT taken needed.               INSTRUCTIONS:

===========================================================================================================================================
```

```
SATSCORE   AQ number: 818          Was your total score on the SAT between:                              SAMPLE:

                                   1 400-700                                                                                    SKIP:
                                   2 701-1000
                                   3 1001-1300
                                   4 1301-1600
        ITERS:                     RANGE:
                                   QXQ: Record score from the last SAT taken.                            INSTRUCTIONS:

========================================================================================================================================

        SATDATE                    When did you take the SAT exam?                                       SAMPLE:
        AQ number: 819

                                                                                                                               SKIP:
        ITERS:                     RANGE: 1/12, 40/94
                                   QXQ: Record date the last SAT was taken.                              INSTRUCTIONS:

========================================================================================================================================

        ACT                        Did you ever take the ACT exam, the American College Testing program exam?   SAMPLE: ASK ONLY IF ACT IS MISSING FROM NPSAS.
        AQ number: 821                                                                                           IF ACT IS PROVIDED THEN GOTO PARENT.

                                   1 YES                                                                         SKIP: IF ACT EQUAL TO 2 THEN GOTO PARENT
                                   2 NO
        ITERS:                     RANGE: 1/40
                                   QXQ: No QxQ needed.                                                   INSTRUCTIONS:

========================================================================================================================================

        ACTTAKE   AQ Number: 822   What was your total score on the ACT?                                 SAMPLE:

                                                                                                        SKIP: IF ACTTAKE IS NOT DK OR REF THEN GOTO
                                                                                                              ACTDATE
        ITERS:                     RANGE: 1/40
                                   QXQ: Record score of last ACT taken.                                  INSTRUCTIONS:

========================================================================================================================================

        ACTSCORE   AQ number: 823  Was your total score on the ACT between:                              SAMPLE:

                                   1 1-10                                                                                       SKIP:
                                   2 11-20
                                   3 21-30
                                   4 31-40
        ITERS:                     RANGE:
                                   QXQ: Record score of last ACT taken.                                  INSTRUCTIONS:

========================================================================================================================================

        ACTDATE                    When did you take the ACT exam?                                       SAMPLE:
        AQ number: 824

                                                                                                                               SKIP:
        ITERS:                     RANGE: 1/12, 40/94
                                   QXQ: Record date of ACT was last taken.                               INSTRUCTIONS:

========================================================================================================================================
```

```
PARENT1              We would like to verify your parent's name, current address and telephone number.    SAMPLE:
AQ number: 827       Is it...

                     ELSE
                     May I have your parent's name, current address and telephone number?
                     IF DECEASED, OPEN A COMMENT BOX AND INDICATE

                     FIRST NAME:                                                     SKIP:
                     MIDDLE INT:
                     LAST NAME:

                     STREET ADDRESS:

                     CITY:                STATE:    ZIP:

                     PHONE: (   )  -

                     RELATIONSHIP:  MOTHER   FATHER
ITERS: 2             RANGE:
                     QXQ: No QxQ needed.                                             INSTRUCTIONS: Use alternative reading if
                                                                                                   preload is missing.
==========================================================================================================================================

PARENT2  AQ Number: 832    Is your other parent's address and telephone number the same as the address and     SAMPLE:
                           telephone number you just gave me?

                           1 YES                                                     SKIP: IF PARENT2 EQUAL TO 2 THEN GOTO PARENT4
                           2 NO
ITERS:                     RANGE:
                           QXQ: No QXQ needed.                                       INSTRUCTIONS:

==========================================================================================================================================

PARENT3  AQ Number: 833    May I have your other parent's name?                      SAMPLE:
                           IF DECEASED, OPEN A COMMENT BOX AND INDICATE

                           FIRST NAME:                                               SKIP:
                           MIDDLE INT:
                           LAST NAME:

                           RELATIONSHIP:  MOTHER   FATHER
ITERS:                     RANGE:
                           QXQ: No QXQ needed.                                       INSTRUCTIONS:

==========================================================================================================================================

PARENT4  AQ Number: 835    May I have your other parent's name, current address and telephone number?    SAMPLE:
                           IF DECEASED, OPEN A COMMENT BOX AND INDICATE

                           FIRST NAME:                                               SKIP:
                           MIDDLE INT:
                           LAST NAME:

                           STREET ADDRESS:

                           CITY:                STATE:    ZIP:

                           PHONE: (    )  -
                           RELATIONSHIP:  MOTHER   FATHER
ITERS:                     RANGE:
                           QXQ: No QXQ needed.                                       INSTRUCTIONS:

==========================================================================================================================================
```

```
OTHRELAT                    Please tell me the name, address and telephone number of a person, such as a      SAMPLE:
AQ number: 839              friend or relative other than your parents if possible, who lives at an address
                           different from yours, and who will always know where to get in touch with you.
                           ENTER 1 TO CONTINUE              2 FOR NAME REFUSED

                           FIRST NAME:                                                                          SKIP:
                           LAST NAME:
                           ADDRESS:
                           APT/BOX#:
                           CITY:
                           STATE:
                           ZIP CODE:
                           TELEPHONE:

                           COUNTRY:
ITERS:                     RANGE:
                           QXQ: No QxQ needed.                                                                  INSTRUCTIONS:

==============================================================================================================================================

WHORELAT                   What is this person's relationship to you?                                          SAMPLE:
AQ number: 850

                           1 MOTHER/FEMALE GUARDIAN                                                             SKIP:
                           2 FATHER/MALE GUARDIAN
                           3 SISTER
                           4 BROTHER
                           5 SPOUSE
                           6 OTHER RELATIVE
                           7 FRIEND
                           8 CHILD
                           9 OTHER
ITERS:                     RANGE:
                           QXQ: No QxQ needed.                                                                  INSTRUCTIONS:

==============================================================================================================================================

NAME                       Have you used any other name than "P_NAME"?  INTERVIEWER: CLARIFY IF NECESSARY:     SAMPLE:
AQ number: 852             Including maiden name, married name, alias, etc.

                           1 YES                                                                   SKIP: IF NAME EQUAL TO 2 THEN GOTO ADDRESS
                           2 NO
ITERS:                     RANGE:
                           QXQ: No QxQ needed.                                                                  INSTRUCTIONS:

==============================================================================================================================================

NAMEB                      What is that name?                                                                  SAMPLE:
AQ number: 853

                                                                                                               SKIP:
ITERS:                     RANGE:
                           QXQ: No QxQ needed.                                                                  INSTRUCTIONS:

==============================================================================================================================================

ADDRESS                    We would also like to get your current address and telephone number.  Is it . ...  SAMPLE:
AQ number: 855

                           STREET ADDRESS:                                                                     SKIP:
                           CITY:
                           STATE:
                           ZIP CODE:
                           TELEPHONE NUMBER:
ITERS:                     RANGE:
                           QXQ: No QxQ needed.                                                 INSTRUCTIONS: IF "LOADDRES" EQUAL TO SAME AS
                                                                                               PERMANENT THE GOTO "SPOUNAME"

==============================================================================================================================================
```

```
ADRSVERF                        Is this your permanent address?                        SAMPLE:
AQ number: 859

                                1 YES                                                                  SKIP: IF ADRSVERF EQUAL TO 1 THEN GOTO SPOUSENAME
                                2 NO
     ITERS:                     RANGE:
                                QXQ: No QxQ needed.                                    INSTRUCTIONS:

====================================================================================================================================
     CURADDRESS                 What is your permanent address and telephone number?   SAMPLE:
AQ number: 860

                                STREET ADDRESS:                                        SKIP:
                                PT/BOX#:
                                CITY:
                                STATE:
                                ZIP CODE:
                                TELEPHONE NUMBER:
     ITERS:                     RANGE:
                                QXQ: No QxQ needed.                                    INSTRUCTIONS:

====================================================================================================================================
     SPOUNAME                   What is your (spouse's/partner's) name?                SAMPLE: ASK ONLY IF MARSTATQ EQUAL TO 1 OR 6 OR LAST
AQ number: 867                                                                                 LOOP CHANGE EQUAL TO 1 OR 6.

                                FIRST NAME:                                            SKIP:
                                LAST NAME:
     ITERS:                     RANGE:
                                QXQ: No QxQ needed.                                    INSTRUCTIONS: INSERT SPOUSE OR PARTNER BASED ON
                                                                                                     MARCONFIRM
====================================================================================================================================
     DRIVERSTV                  Our records show that the state in which your driver's license was issued is   SAMPLE: ASK IF DRIVERS LICENSE STATE IS VALID
AQ number: 869                  (NPSAS PRELOAD).  Is this correct?                                             FROM NPSAS

                                1 YES                                                                  SKIP: IF DRIVERSTV EQUAL TO 1 THEN GOTO DRIVLIV
                                2 NO
     ITERS:                     RANGE:
                                QXQ: No QxQ needed.                                    INSTRUCTIONS:

====================================================================================================================================
     DRIVERSTQ                  To assist us in locating you later, please tell me the state in which your   SAMPLE:
AQ number: 870                  driver's license was issued.
                                INTERVIEWER:  IF R DOESN'T HAVE DRIVER'S LICENSE ENTER "NO"

                                                                                       SKIP: SKIP IF P_115 EQUAL TO MISSING THEN GOTO
                                                                                                     DRIVLIQ
     ITERS:                     RANGE:
                                QXQ: No QxQ needed.                                    INSTRUCTIONS:

====================================================================================================================================
     DRIVLIV                    I have your drivers license number as (NPSAS PRELOAD).  Is that correct?   SAMPLE: ASK IF DRIVERS LICENSE IS VALID FROM
AQ number: 874                                                                                                    NPSAS

                                1 YES                                                                  SKIP: IF DRIVLIV EQUAL TO 1 THEN GOTO SSNUMBERV
                                2 NO
     ITERS:                     RANGE:
                                QXQ: No QxQ needed.                                    INSTRUCTIONS:

====================================================================================================================================
     DRIVLIQ                    May I have your driver's license number?               SAMPLE:
AQ number: 875

                                                                                       SKIP:
     ITERS:                     RANGE:
                                QXQ: No QxQ needed.                                    INSTRUCTIONS:

====================================================================================================================================
```

```
SSNUMBERV                          I have your social security number as "P_SSNUMBER". Is that correct?        SAMPLE: ASK IF SSN IS VALID FROM NPSAS
AQ number: 877

                                   1 YES                                                                       SKIP: IF SSNUMBERV EQUAL TO 1 THEN GOT0
                                   2 NO                                                                              CLOSEINTERVIEW
        ITERS:                     RANGE:
                                   QXQ: No QxQ needed.                                                         INSTRUCTIONS:

================================================================================================================================================

SSNUMBERQ                          What is your social security number?                                        SAMPLE:
AQ number: 878

                                                                                                              SKIP: IF DATE_RECVD_BA IS INVALID THEN GOTO
                                                                                                                    CLOSEINTERVIEW
        ITERS:                     RANGE:
                                   QXQ: No QxQ needed.                                                         INSTRUCTIONS:

================================================================================================================================================

EXQS_BA_WRONG                      INTERVIEWER: CONFIRM THAT DATE IS OUT OF RANGE                              SAMPLE:
AQ number: 880                     You said you never graduated.  Is that correct?
                                   ELSE
                                   You said you graduated on "DATE_RECVD_BA".  Is that correct?

                                   1 YES                                                                       SKIP: IF EXQS_BA_WRONG EQUAL TO 2 THEN GOTO
                                   2 NO                                                                              DATE_RECVD_BA.
        ITERS:                     RANGE:
                                   QXQ: No Q x Q needed.                                                       INSTRUCTIONS:

================================================================================================================================================
```

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Appendix D
Facsimiles of B&B:93/03
Interview and Previous Interviews

B&B:93/97 Instrument

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1.1   **HSMONTH**   PRELOAD-NUMBER   P_Month of high school graduation

Valid Values: 1-12

1.2   **HSYEAR**   PRELOAD-NUMBER   P_Year of high school graduation

Valid Values: 35-92

1.3   **MBCOLL**   PRELOAD-NUMBER   EP_Month began college

Valid Values: 1-12

1.4   **YBCOLL**   PRELOAD-NUMBER   EP_Year began college

Valid Values: 35-92

1.5   **SAMPSCHL**   PRELOAD-UNCODED   P_Sample school name

1.6   **SAMPIPED**   PRELOAD-UNCODED   P_Sample school IPED code

1.7   **MBARECVD**   PRELOAD-NUMBER   P_Month received bachelors degree

Valid Values: 1-12

1.8   **YBARECVD**   PRELOAD-NUMBER   P_Year received bachelors degree

Valid Values: 92-93

1.9   **OTHDEGFL**   PRELOAD-FIXED   P_Other degree flag

  1   DATA PRESENT
  2   DATA ABSENT

1.10   **OTHSCHFL**   PRELOAD-FIXED   P_Other school flag

  1   DATA PRESENT
  2   DATA ABSENT

1.11   **GRADAPFL**   PRELOAD-FIXED   P_Flag for grad applications

  1   DATA PRESENT
  2   DATA ABSENT

| 1.12 | **MAPPLGRD** | PRELOAD-NUMBER | EP_Month first applied to grad |

Valid Values: 1-12

| 1.13 | **YAPPLGRD** | PRELOAD-NUMBER | EP_Year first applied to grad |

Valid Values: 50-99

| 1.14 | **S_PHONE** | AUTO | P_Phone number from SMS |

IF S_PHONE EQUAL TO ASKED, THEN SET E_PHONE TO ^S_PHONE^

| 1.15 | **E_PHONE** | CALCULATION | Copy of phone number to be edited |

Calculation:
Entry Mask: M!U___-____!
Valid Values: 0-9999999999

| 1.16 | **OLDINVMM** | PRELOAD-NUMBER | P_Month of B&B1 interview |

Valid Values: 1-12

| 1.17 | **OLDINVYY** | PRELOAD-NUMBER | P_B&B1 interview year |

Valid Values: 92-94

| 1.18 | **OLDDATE** | PRELOAD-UNCODED | P_Verbatim old interview date |

| 1.19 | **GRDPRGFL** | PRELOAD-FIXED | P_Flag for post-BA grad schl enrollment |

1 YES
2 NO

| 1.20 | **GREFLAG** | PRELOAD-FIXED | P_BB1 GRE flag |

1 DATA PRESENT
2 DATA ABSENT

| 1.21 | **GRDEXMFL** | PRELOAD-FIXED | P_BB1 other grad exam flag |

1 DATA PRESENT
2 DATA ABSENT

1.22   **STEXAMFL**   PRELOAD-FIXED   P_BB1 state exam flag

   1   DATA PRESENT
   2   DATA ABSENT

1.23   **RDOBMM**   PRELOAD-NUMBER   EP_Birthmonth

Valid Values: 1-12

1.24   **RDOBDD**   PRELOAD-NUMBER   EP_Birthday

Valid Values: 1-31

1.25   **RDOBYY**   PRELOAD-NUMBER   EP_Birthyear

Valid Values: 10-85

1.26   **RSEX**   PRELOAD-FIXED   EP_Gender

   1   MALE
   2   FEMALE

1.27   **RCITIZ**   PRELOAD-FIXED   P_US citizenship

   1   YES
   2   NO

1.28   **RRACE**   PRELOAD-FIXED   P_Respondent race

   1   White
   2   Black
   3   American Indian/Alaskan Native
   4   Asian or Pacific Islander
   5   Other

1.29   **RHISPETH**   PRELOAD-FIXED   P_Hispanic ethnicity

   0   No Hispanic ethnicity
   1   Mexican, Mexican-American, or Chicano descent
   2   Cuban descent
   3   Puerto Rican descent
   4   Other Hispanic descent

1.30   RASIAN   PRELOAD-FIXED   P_Asian ethnicity

0   No Asian ethnicity
1   Chinese
2   Filipino
3   Hawaiian
4   Japanese
5   Korean
6   Vietnamese
7   Asian Indian
8   Samoan
9   Guamanian
10 Other Asian or Pacific Islander

1.31   FEDLEVL   PRELOAD-FIXED   EP_Father's education level

1   LESS THAN HIGH SCHOOL
2   GED
3   HIGH SCHOOL GRADUATION
4   LESS THAN 1 YEAR VOCATIONAL/TECHNICAL/TRADE/BUSINESS SCHOOL
5   1 YEAR BUT LESS THAN 2 YEARS VOCATIONAL/TECHNICAL/TRADE/BUSINESS SCHOOL
6   2 YEARS OR MORE VOCATIONAL/TECHNICAL/TRADE/BUSINESS SCHOOL
7   LESS THAN 2 YEARS OF COLLEGE
8   ASSOCIATE'S DEGREE
9   2 OR MORE YEARS OF COLLEGE
10 BACHELOR'S DEGREE (4-5 YEARS)
11 MASTER'S DEGREE OR EQUIVALENT
12 FIRST PROFESSIONAL DEGREE (JD, MD, OD, DDS, ETC.)
13 OTHER ADVANCED PROFESSIONAL DEGREE
14 DOCTORATE (PhD, EdD)

1.32   MEDLEVL   PRELOAD-FIXED   EP_Mother's education level

1   LESS THAN HIGH SCHOOL
2   GED
3   HIGH SCHOOL GRADUATION
4   LESS THAN 1 YEAR VOCATIONAL/TECHNICAL/TRADE/BUSINESS SCHOOL
5   1 YEAR BUT LESS THAN 2 YEARS VOCATIONAL/TECHNICAL/TRADE/BUSINESS SCHOOL
6   2 YEARS OR MORE VOCATIONAL/TECHNICAL/TRADE/BUSINESS SCHOOL
7   LESS THAN 2 YEARS OF COLLEGE
8   ASSOCIATE'S DEGREE
9   2 OR MORE YEARS OF COLLEGE
10 BACHELOR'S DEGREE (4-5 YEARS)
11 MASTER'S DEGREE OR EQUIVALENT
12 FIRST PROFESSIONAL DEGREE (JD, MD, OD, DDS, ETC.)
13 OTHER ADVANCED PROFESSIONAL DEGREE
14 DOCTORATE (PhD, EdD)

1.33   FATHBTH   PRELOAD-FIXED   P_Father born in US

1   YES
2   NO

1.34   FTHEMIG   PRELOAD-NUMBER   EP_Year father emigrated

Valid Values: 1880-1997
Valid Values: 9999

| **1.35** | **MOTHBTH** | PRELOAD-FIXED | P_Mother born in US |

  1 YES
  2 NO

| **1.36** | **MTHEMIG** | PRELOAD-NUMBER | EP_Year mother emigrated |

Valid Values: 1880-1997
Valid Values: 9999

| **1.37** | **RCHILDRN** | PRELOAD-FIXED | P_Number of children from BB1 |

  0 no children
  1 one child
  2 two children
  3 three children
  4 four children
  5 five children
  6 six children
  7 seven children
  8 eight children
  9 nine children
  10 ten children
  11 eleven children
  12 twelve children
  13 thirteen children
  14 fourteen children
  15 fifteen children

| **1.38** | **RDEPEND** | PRELOAD-FIXED | P_Number of dependents from BB1 |

  0 no dependent children
  1 one dependent child
  2 two dependent children
  3 three dependent children
  4 four dependent children
  5 five dependent children
  6 six dependent children
  7 seven dependent children
  8 eight dependent children
  9 nine dependent children
  10 ten dependent children
  11 eleven dependent children
  12 twelve dependent children
  13 thirteen dependent children
  14 fourteen dependent children
  15 fifteen dependent children

| **1.39** | **EDSPOUP** | PRELOAD-FIXED | P_Spouse's educ |

1 less than high school graduation
2 a GED
3 high school graduation
4 less than 1 year of vocational/trade/or business school after high school
5 1 year but less than 2 years of vocational/trade/or business school after high school
6 2 years or more of vocational/trade/or business school after high school
7 less than 2 years of college
8 an Associate's degree
9 2 or more years of college
10 a Bachelor's degree
11 a Master's degree or equivalent
12 a First Professional degree
13 an advanced Professional degree
14 a Doctorate

1.40 **TOTUDEBT**   PRELOAD-NUMBER   P_Total undergrad debt from BB1

Entry Mask: !~U___,___~!
Valid Values: 0-999999

1.41 **PBACFLAG**   PRELOAD-FIXED   P_Flag for post-BA attendance

1 YES
2 NO

1.42 **PAR1FNAM**   PRELOAD-UNCODED   EP_Parent 1 first name

1.43 **PAR1MIDL**   PRELOAD-UNCODED   EP_Parent 1 middle initial

1.44 **PAR1LNAM**   PRELOAD-UNCODED   EP_Parent 1 last name

1.45 **MMINV**   CURRENT MONTH   Current interview month

1.46 **YYINV**   CURRENT YEAR   Current interview year

1.47 **RMARITST**   PRELOAD-FIXED   P_Marriage status of R in BB1

1 married
2 separated
3 divorced
4 widowed
5 living in a marriage-like relationship
6 single, had never been married

1.48	**RNAME**	PRELOAD-UNCODED	P_Respondent's full name
1.49	**RADDRS1**	PRELOAD-UNCODED	P_Respondent address line 1
1.50	**RADDRS2**	PRELOAD-UNCODED	P_R address line 2
1.51	**RCITY**	PRELOAD-UNCODED	P_Respondent city
1.52	**RSTATE**	PRELOAD-UNCODED	P_Respondent state
1.53	**RZIP**	PRELOAD-UNCODED	P_Respondent zip code
1.54	**PAR2FNAM**	PRELOAD-UNCODED	EP_Parent 2 first name
1.55	**PAR2MIDL**	PRELOAD-UNCODED	EP_Parent 2 middle initial
1.56	**PAR2LNAM**	PRELOAD-UNCODED	EP_Parent 2 last name
1.57	**PAR1ADD1**	PRELOAD-UNCODED	EP_Parent 1 address line 1
1.58	**PAR1ADD2**	PRELOAD-UNCODED	EP_Parent 1 address line 2
1.59	**PAR1CITY**	PRELOAD-UNCODED	EP_Parent 1 city
1.60	**PAR1STAT**	PRELOAD-UNCODED	EP_Parent 1 state
1.61	**PAR1ZIP**	PRELOAD-UNCODED	EP_Parent 1 zip
1.62	**PP1ARCOD**	PRELOAD-UNCODED	EP_Parent 1 area code
1.63	**PP1PHON1**	PRELOAD-UNCODED	EP_Parent 1 phone prefix
1.64	**PP1PHON2**	PRELOAD-UNCODED	EP_Parent 1 phone number
1.65	**PAR2ADD1**	PRELOAD-UNCODED	EP_Parent 2 address line 1
1.66	**PAR2ADD2**	PRELOAD-UNCODED	EP_Parent 2 address line 2
1.67	**PAR2CITY**	PRELOAD-UNCODED	EP_Parent 2 city
1.68	**PAR2STAT**	PRELOAD-UNCODED	EP_Parent 2 state
1.69	**PAR2ZIP**	PRELOAD-UNCODED	EP_Parent 2 zip
1.70	**PP2ARCOD**	PRELOAD-UNCODED	EP_Parent 2 area code
1.71	**PP2PHON1**	PRELOAD-UNCODED	EP_Parent 2 prefix
1.72	**PP2PHON2**	PRELOAD-UNCODED	EP_Parent 2 phone number
1.73	**RPHONE**	PRELOAD-NUMBER	P_Respondent phone number non-updated

Entry Mask: M!U___-____!
Valid Values: 0-9999999999

| 1.74 | **PSSN1** | PRELOAD-UNCODED | P_Respondent SSN1 |

1.75	**PSSN2**	PRELOAD-UNCODED	P_Respondent SSN2
1.76	**PSSN3**	PRELOAD-UNCODED	P_Respondent SSN3
1.77	**SU_ID**	PRELOAD-UNCODED	P_Respondent caseid
1.78	**TEACH**	PRELOAD-FIXED	P_R taught, considered teaching in BB1

   1 YES
   2 NO

1.79	**CERTIFIE**	PRELOAD-FIXED	P_R certified to teach in BB1

   1 YES
   2 NO

1.80	**NTJOBS**	PRELOAD-FIXED	P_R had teaching job in BB1

   1 YES
   2 NO

1.81	**BANNER**	AUTO	Banner on the top
1.82	**BEGDATE**	CURRENT DATE	START DATE OF INTERVIEW

2.1   **BEG_STMP**   TIMESTAMP   Elapsed time since entering case

2.2   **CONFPLD**   PREAMBLE   Confidentiality pledge

INTERVIEWER: READ THIS
Before I go on, I'd like to remind you that your participation in this
study is voluntary, and that all information you provide will be kept
confidential. Let's begin.

2.3   **GRECNFRM**   YESNO   Taken the GRE

<div align="center">_HELP_</div>

~IF ^GREFLAG^(1)
  Have you taken the Graduate Record Exam (GRE) since ^OLDDATE^?
~ELSE
  Have you ever taken the regular Graduate Record Exam (GRE)?
~END

   1   YES
   2   NO

IF GRECNFRM EQUAL TO 2,REF,DK,MISS, GO TO EXAMVR

2.4   **GREDATE**   NUMBER   Date took GRE-month

   When did you last take the test?
   (ENTER MONTH AND YEAR)

Valid Values: 1-12

2.5   **GREYEAR**   NUMBER   Year took GRE

Valid Values: 60-99

IF GREYEAR GREATER THAN YYINV OR GREYEAR EQUAL TO YYINV AND GREDATE GREATER THAN
MMINV, GO BACK TO GREDATE : "DATE SHOULD BE BEFORE CURRENT DATE"
IF GREFLAG EQUAL TO 2,MISS AND ((GREYEAR LESS THAN HSYEAR AND GREYEAR GREATER
THAN 0) OR GREYEAR EQUAL TO HSYEAR AND (GREDATE LESS THAN HSMONTH AND GREDATE
GREATER THAN 0), GO BACK TO GREDATE : "DATE SHOULD BE AFTER HIGH SCHOOL
GRADUATION)"
IF GREFLAG EQUAL TO 1 AND ((GREYEAR LESS THAN OLDINVYY AND GREYEAR GREATER THAN 0)
OR GREYEAR EQUAL TO OLDINVYY AND (GREDATE LESS THAN OLDINVMM AND GREDATE
GREATER THAN 0), GO BACK TO GREDATE : "DATE SHOULD BE AFTER LAST INTERVIEW DATE)"

2.6   EXAMVR   YESNO   Other grad entrance exams taken

HELP

~IF ^GRDEXMFL^(1)
   Have you taken any other graduate admissions exams since ^OLDDATE^?
~ELSE
   Have you taken any other graduate admissions exams?
~END

   1   YES
   2   NO

IF EXAMVR EQUAL TO 2,REF,DK,MISS, GO TO STPLIEX

2.7   ADGREMM   NUMBER   Month took advanced GRE

   What exams have you taken? (FOR EACH) When did you last take that exam?
   (ENTER MONTH AND YEAR)

   TEST   DATE
   ----   ----
   ADVANCED OR SUBJECT AREA GRE
   MILLER ANALOGIES TEST (MAT)
   DENTAL APTITUDE TEST (DAT)
   GRADUATE MANAGEMENT ADMISSIONS TEST (GMAT)
   LAW SCHOOL ADMISSIONS TEST (LSAT)
   MEDICAL COLLEGE ADMISSION TEST (MCAT)
   VETERINARY MEDICINE APTITUDE TEST (VMAT)
   NATIONAL LEAGUE OF NURSING GRADUATE NURSING EXAM

Valid Values: 1-12

2.8   ADGREYY   NUMBER   advanced GRE year

Valid Values: 60-98

IF ADGREYY GREATER THAN YYINV OR ADGREYY EQUAL TO YYINV AND ADGREMM GREATER
THAN MMINV, GO BACK TO ADGREMM : "DATE SHOULD BE BEFORE CURRENT DATE"
IF GRDEXMFL EQUAL TO 2,MISS AND ((ADGREYY LESS THAN HSYEAR AND ADGREYY GREATER
THAN 0) OR ADGREYY EQUAL TO HSYEAR AND (ADGREMM LESS THAN HSMONTH AND ADGREMM
GREATER THAN 0), GO BACK TO ADGREMM : "DATE SHOULD BE AFTER HIGH SCHOOL
GRADUATION)"
IF GRDEXMFL EQUAL TO 1 AND ((ADGREYY LESS THAN OLDINVYY AND ADGREYY GREATER THAN
0) OR ADGREYY EQUAL TO OLDINVYY AND (ADGREMM LESS THAN OLDINVMM AND ADGREMM
GREATER THAN 0), GO BACK TO ADGREMM : "DATE SHOULD BE AFTER LAST INTERVIEW DATE)"

2.9   MNTHMAT   NUMBER   Date took MAT

Valid Values: 1-12

2.10   YEARMAT   NUMBER   year took MAT

Valid Values: 60-98

2.11   MNTHDAT   NUMBER   Date took DAT

Valid Values: 1-12

2.12   YEARDAT   NUMBER   year took DAT

Valid Values: 60-98

2.13   MNTHGMAT   NUMBER   Date took GMAT

Valid Values: 1-12

2.14   YEARGMAT   NUMBER   year took GMAT

Valid Values: 60-98

2.15   MNTHLSAT   NUMBER   Date took LSAT

Valid Values: 1-12

2.16   YEARLSAT   NUMBER   year took LSAT

Valid Values: 60-98

2.17   MNTHMCAT   NUMBER   Date took MCAT

Valid Values: 1-12

2.18   YEARMCAT   NUMBER   year took MCAT

Valid Values: 60-98

2.19   MNTHVT   NUMBER   Date took VMAT

Valid Values: 1-12

2.20   YEARVT   NUMBER   year took VMAT

Valid Values: 60-98

2.21   MNTHNURS   NUMBER   Date took nursing exam

Valid Values: 1-12

2.22 **YEARNURS**   NUMBER   year took nurse exam

Valid Values: 60-98

2.23 **STPLIEX**   YESNO   State professional exams taken

                                    HELP

~IF ^STEXAMFL^(2)
   Have you taken any state or national professional licensing exams?
~ELSE
   Have you taken any state or national professional licensing
   exams since ^OLDDATE^?
~END

   1   YES
   2   NO

IF STPLIEX EQUAL TO 2,REF,DK,MISS, GO TO TIMESTM1

2.24 **NTESTATE**   STATE   State took National Teachers Exam

   What exams did you take? ...in what state? ... when did you last take
   that test? (INTERVIEWER: ENTER STATE CODE, THEN MONTH AND YEAR)

   TEST   STATE   DATE
   ----   -----   ----
   NATIONAL TEACHERS EXAM
   STATE TEACHERS EXAM
   STATE TEACHERS EXAM
   CPA OR OTHER ACCOUNTING EXAM
   STATE OR LOCAL REAL ESTATE EXAM
   STATE BAR EXAM
   STATE BAR EXAM
   STATE PROFESSIONAL ENGINEERING EXAM
   OTHER

Valid Values: Valid two-letter state codes

2.25 **NTEMM**   NUMBER   Date took NTE

Valid Values: 1-12

2.26 **NTEYY**   NUMBER   Year took NTE

Valid Values: 60-98

IF NTEYY GREATER THAN YYINV OR NTEYY EQUAL TO YYINV AND NTEMM GREATER THAN MMINV,
GO BACK TO NTEMM : "DATE SHOULD BE BEFORE CURRENT DATE"
IF STEXAMFL EQUAL TO 2,MISS AND ((NTEYY LESS THAN HSYEAR AND NTEYY GREATER THAN 0)
OR NTEYY EQUAL TO HSYEAR AND (NTEMM LESS THAN HSMONTH AND NTEMM GREATER THAN 0),
GO BACK TO NTEMM : "DATE SHOULD BE AFTER HIGH SCHOOL GRADUATION)"
IF STEXAMFL EQUAL TO 1 AND ((NTEYY LESS THAN OLDINVYY AND NTEYY GREATER THAN 0) OR
NTEYY EQUAL TO OLDINVYY AND (NTEMM LESS THAN OLDINVMM AND NTEMM GREATER THAN 0),
GO BACK TO NTEMM : "DATE SHOULD BE AFTER LAST INTERVIEW DATE)"

2.27	**STE01ST**	STATE	State took teaching exam 1

Valid Values: Valid two-letter state codes

2.28	**STE01MM**	NUMBER	Date took teaching exam 1

Valid Values: 1-12

2.29	**STE01YY**	NUMBER	Year took teaching exam

Valid Values: 60-98

2.30	**STE02ST**	STATE	State took teacher exam 2

Valid Values: Valid two-letter state codes

2.31	**STE02MM**	NUMBER	Date took teaching exam 2

Valid Values: 1-12

2.32	**STE02YY**	NUMBER	Year took teaching exam 2

Valid Values: 60-98

2.33	**ACCNTST**	STATE	State took accounting exam

Valid Values: Valid two-letter state codes

2.34	**ACCNTMM**	NUMBER	Month took accounting exam

Valid Values: 1-12

2.35	**ACCNTYY**	NUMBER	Year took accounting exam

Valid Values: 60-98

2.36   **REALTYST**   STATE   State took real estate exam

Valid Values: Valid two-letter state codes

2.37   **REALTYMM**   NUMBER   Month took real estate exam

Valid Values: 1-12

2.38   **REALTYYY**   NUMBER   Year took real estate exam

Valid Values: 60-98

2.39   **BAR01ST**   STATE   State took bar exam 1

Valid Values: Valid two-letter state codes

2.40   **BAR01MM**   NUMBER   Month took bar exam 1

Valid Values: 1-12

2.41   **BAR01YY**   NUMBER   Year took bar exam 1

Valid Values: 60-98

2.42   **BAR02ST**   STATE   State took bar exam 2

Valid Values: Valid two-letter state codes

2.43   **BAR02MM**   NUMBER   Month took bar exam 2

Valid Values: 1-12

2.44   **BAR02YY**   NUMBER   Year took bar exam 2

Valid Values: 60-98

2.45   **ENGINST**   STATE   State took engineering exam

Valid Values: Valid two-letter state codes

2.46   **ENGINMM**   NUMBER   Month took engineering exam

Valid Values: 1-12

| **2.47** | **ENGINYY** | NUMBER | Year took engineering exam |

Valid Values: 60-98

| **2.48** | **OTHEXAM** | STATE | Any other exams taken |

Valid Values: Valid two-letter state codes

| **2.49** | **OTHEXMM** | NUMBER | Month took other exams |

Valid Values: 1-12

| **2.50** | **OTHEXYY** | NUMBER | Year took other exams |

Valid Values: 60-98

| **2.51** | **TIMESTM1** | TIMESTAMP | Begin time for grad app section |

| **2.52** | **FSTSCHL** | EXCLUDED | Result of previous applications |

| **2.53** | **SECSCHL** | EXCLUDED | Application result loop end |

| **2.54** | **DIDAPPLY** | YESNO | Did apply to grad school |

HELP

Now I'd like to ask you a few questions about graduate school
applications.
~IF ^GRADAPFL^(2)
Have you ever applied to graduate or professional school?
~END
~IF ^GRADAPFL^(1)+^YAPPLGRD^(0)
When we last spoke to you in ^OLDDATE^, you had not
applied to any graduate or professional schools.
Have you applied since then?
~END
~IF ^GRADAPFL^(1)+^YAPPLGRD^(G0)
When we last spoke to you in ^OLDDATE^, you had applied to graduate or
professional school. Have you applied to any additional schools
since then?
~END

  1 YES
  2 NO

IF DIDAPPLY EQUAL TO 2,REF,DK,MISS, GO TO TIMESTM2

2.55 NUMAPP NUMBER Number of grad schl applications

~IF ^GRADAPFL^(1)
  How many graduate or professional schools have you applied to?
  (since ^OLDDATE^)
~ELSE
  How many graduate or professional schools have you applied to
  since receiving your bachelor's degree?
~END

Valid Values: 1-60
Soft Check: 61-100

2.56 ACCEPT NUMBER Number of schools accepted

  And at how many schools were you accepted?

Valid Values: 0-50
Soft Check: 51-100

IF NUMAPP GREATER THAN 0 AND ACCEPT GREATER THAN NUMAPP, GO BACK TO ACCEPT :
"CANNOT BE ACCEPTED TO MORE SCHOOLS THAN YOU APPLIED TO"

2.57 RCNTAPPM NUMBER Month of most recent application

  When did you apply last? (What was the date of your
  most recent application?)
  (ENTER MONTH AND YEAR)

Valid Values: 1-12

2.58 RCNTAPPY NUMBER Year of most recent application

Valid Values: 60-98

IF RCNTAPPY GREATER THAN YYINV OR RCNTAPPY EQUAL TO YYINV AND RCNTAPPM GREATER
THAN MMINV, GO BACK TO RCNTAPPM : "DATE SHOULD BE BEFORE CURRENT DATE"
IF GRADAPFL EQUAL TO 2,MISS AND ((RCNTAPPY LESS THAN HSYEAR AND RCNTAPPY GREATER
THAN 0) OR RCNTAPPY EQUAL TO HSYEAR AND (RCNTAPPM LESS THAN HSMONTH AND
RCNTAPPM GREATER THAN 0), GO BACK TO RCNTAPPM : "DATE SHOULD BE AFTER HIGH SCHOOL
GRADUATION)"
IF GRADAPFL EQUAL TO 1 AND YAPPLGRD GREATER THAN 0 AND ((RCNTAPPY LESS THAN
YAPPLGRD AND RCNTAPPY GREATER THAN 0) OR RCNTAPPY EQUAL TO YAPPLGRD AND
(RCNTAPPM LESS THAN MAPPLGRD AND RCNTAPPM GREATER THAN 0), GO BACK TO RCNTAPPM :
"DATE SHOULD BE AFTER THE FIRST APPLICATION)"
IF GRADAPFL EQUAL TO 1 AND YAPPLGRD EQUAL TO 0 AND ((RCNTAPPY LESS THAN OLDINVYY
AND RCNTAPPY GREATER THAN 0) OR RCNTAPPY EQUAL TO OLDINVYY AND (RCNTAPPM LESS
THAN OLDINVMM AND RCNTAPPM GREATER THAN 0), GO BACK TO RCNTAPPM : "DATE SHOULD BE
AFTER LAST INTERVIEW DATE)"

2.59   **SEP**   EXCLUDED   SEPERATOR

IF GRADAPFL EQUAL TO 1 OR NUMAPP EQUAL TO 1, GO TO AIDAPP

2.60   **WHENAPP**   UNCODED   Date applied to graduate school

When did you _first_ apply to graduate or professional school?
(ENTER MONTH AND YEAR)

          ^E12/^E13

IF (YAPPLGRD GREATER THAN RCNTAPPY AND RCNTAPPY GREATER THAN 0) OR (YAPPLGRD
EQUAL TO RCNTAPPY AND MAPPLGRD GREATER THAN RCNTAPPM AND RCNTAPPM GREATER
THAN 0), GO BACK TO WHENAPP : "DATE SHOULD BE BEFORE THE MOST RECENT APPLICATION"
IF (YAPPLGRD LESS THAN HSYEAR AND YAPPLGRD GREATER THAN 0) OR YAPPLGRD EQUAL TO
HSYEAR AND (MAPPLGRD LESS THAN HSMONTH AND MAPPLGRD GREATER THAN 0, GO BACK TO
WHENAPP : "DATE SHOULD BE AFTER HIGH SCHOOL GRADUATION)"

2.61   **AIDAPP**   YESNO   Applied for financial aid at grad schl

                        HELP

~IF ^NUMAPP^(1)
  Did you apply for financial aid at this school?
~ELSE
  Did you apply for financial aid at any of these schools?
~END

   1   YES
   2   NO

IF AIDAPP EQUAL TO 1,REF,DK,MISS, GO TO GSPROG

2.62   **WHNAID**   MULTIPLE   Reasons did not apply for aid

Why didn't you apply for financial aid?
(INTERVIEWER: DO NOT READ LIST. SELECT RESPONSE CATEGORY
AND READ ALOUD TO RESPONDENT TO CONFIRM. CODE ALL THAT APPLY)

   1   FAMILY OR STUDENT COULD AFFORD TO PAY
   2   NOT WILLING TO GO INTO DEBT
   3   EMPLOYER-PROVIDED TUITION REIMBURSEMENT
   4   FAMILY INCOME TOO HIGH
   5   GRADES/TEST SCORES TOO LOW TO QUALIFY
   6   TOO HARD TO APPLY FOR FINANCIAL ASSISTANCE
   7   DID NOT WISH TO DISCLOSE FINANCIAL SITUATION
   8   INELIGIBLE SINCE PART-TIME STUDENT
   9   NO AID AVAILABLE
   10   MISSED DEADLINE

11 OTHER

2.63 **GSPROG**   MULTIPLE   Type of degree applied for

HELP

What kinds of degree programs did you apply to?
(CODE ALL THAT APPLY)

1 ASSOCIATE'S DEGREE
2 BACHELOR'S DEGREE
3 POST-BACCALAUREATE CERTIFICATE
4 MASTER'S DEGREE (M.A., M.S)
5 MASTER'S IN BUSINESS ADMINISTRATION (M.B.A.)
6 POST-MASTER'S CERTIFICATE (Ed. Specialist)
7 FIRST PROFESSIONAL DEGREE (M.D., J.D., D.D.S, O.D.)
8 DOCTORAL DEGREE (Ph.D., Ed.D., D.P.H.)
9 OTHER CERTIFICATE/LICENSE
10 NON-DEGREE PROGRAM
11 DUAL DEGREE PROGRAM (J.D./M.B.A., M.D./Ph.D.)

2.64 **TIMESTM2**   TIMESTAMP   End of grad apps/begin post-BA ed

2.65 **PBACHED**   YESNO   Taken post-BA courses

HELP

~IF ^PBACFLAG^(K4)
  Now I'd like to ask about the courses you've taken after receiving
  your bachelor's degree.
~ELSE
  Now I'd like to ask about courses you've taken since we last talked
  to you.
~END
  Have you taken any courses, for credit, offered by a college,
  university, technical, or vocational school, since ^OLDDATE^?

1 YES
2 NO

IF PBACHED EQUAL TO 2,REF,DK,MISS, GO TO HIGHDEG

2.66 **NPBASCHL**   NUMBER   Number of post BA schools attended

How many different schools did you attend (since ^OLDDATE^)?

Valid Values: 1-10
Soft Check: 11-30

REPEAT PBALOOPS THRU PBALOOPE FOR EACH CATEGORY IN PBALOOPS.

2.67   **PBALOOPS**   LOOPBEG-FIXED   Post BA School Attend Loop Begin

1   first
2   second
3   third
4   fourth
5   fifth
6   sixth

IF , LOOP VALUE: 1/^NPBASCHL^

2.68   **IPEDCAL3**   FIXED   IPEDS Coding Call -Post BA Attended

~IF ^NPBASCHL^(1)
   What is the name and location of that school?
~ELSE
   What is the name and location of the ^PBALOOPS^ school you attended?
~END
   (INTERVIEWER: RECORD SCHOOL NAME, CITY AND STATE)

   1   PRESS ENTER TO CALL CODING PROGRAM

IF IPEDCAL3 EQUAL TO REF, THEN SET PBIPED TO Ñ
IF IPEDCAL3 EQUAL TO DK, THEN SET PBIPED TO O

2.69   **PBIPED**   EXTERNAL   IPEDS code for post-bac schl

Command Line: IPEDSB <,>

2.70   **PBTYPE**   EXTERNAL   Type of post-bac schl

Command Line: IPEDSB <,>
Entry Mask: 2

2.71   **PBISTU**   EXTERNAL   In-state tuition for post-bac schl

Command Line: IPEDSB <,>
Entry Mask: 3

2.72   **PBOSTU**   EXTERNAL   Out-of-state tuition for postBA schl

Command Line: IPEDSB <,>
Entry Mask: 4

2.73   **PBSTAT**   EXTERNAL   State of post-bac school

Command Line: IPEDSB <,>
Entry Mask: 5

2.74   **PBCITY**   EXTERNAL   City of post-bac school

Command Line: IPEDSB <,>
Entry Mask: 6

> IF IPEDCAL3 EQUAL TO REF,DK, THEN SET PBNAME TO the school

2.75   **PBNAME**   EXTERNAL   Name of post-bac schl

Command Line: IPEDSB <,>
Entry Mask: 7

2.76   **TMSTM3**   TIMESTAMP   Begin time for enrollment dates

2.77   **STRTM1**   NUMBER   Start month of first spell

HELP

When were you enrolled at ^PBNAME^?
Tell me the start and end dates for each enrollment period
since ^OLDDATE^, and whether you were enrolled full time, half time,
or less than half time. (ENTER 97/97 FOR END DATE IF STILL ENROLLED)

What was your first period of enrollment?
Start Date:

Entry Mask: Nn
Valid Values: 1-120

2.78   **STRTY1**   NUMBER   Start year of first spell

Entry Mask: NN

> IF ((STRTM1 EQUAL TO 0 AND STRTM1 NOT EQUAL TO REF AND STRTM1 NOT EQUAL TO DK) AND
> STRTY1 GREATER THAN 0,REF,DK) OR (STRTM1 GREATER THAN 0,REF,DK AND (STRTY1 EQUAL TO
> 0 AND STRTY1 NOT EQUAL TO REF AND STRTY1 NOT EQUAL TO DK), GO BACK TO STRTM1 :
> "PLEASE ENTER A VALUE, [F7], OR [F8] FOR BOTH MONTH AND YEAR)"
> IF STRTY1 GREATER THAN YYINV OR (STRTM1 GREATER THAN MMINV AND STRTY1 EQUAL TO
> YYINV), GO BACK TO STRTM1 : "DATE CANNOT BE LATER THAN TODAY"

2.79   **ENDMO1**   NUMBER   End month of first spell

End Date:

Entry Mask: Nn
Valid Values: 1-12
Valid Values: 970-99

2.80   ENDYR1   NUMBER   End year of first spell

Entry Mask: NN

IF ((ENDMO1 EQUAL TO 0 AND ENDMO1 NOT EQUAL TO REF AND ENDMO1 NOT EQUAL TO DK) AND ENDYR1 GREATER THAN 0,REF,DK) OR (ENDMO1 GREATER THAN 0,REF,DK AND (ENDYR1 EQUAL TO 0 AND ENDYR1 NOT EQUAL TO REF AND ENDYR1 NOT EQUAL TO DK), GO BACK TO ENDMO1 : "PLEASE ENTER A VALUE, [F7], OR [F8] FOR BOTH MONTH AND YEAR)"
IF ENDMO1 EQUAL TO 97 AND ENDYR1 NOT EQUAL TO 97, GO BACK TO ENDMO1 : "ENTER 97 FOR BOTH MONTH AND YEAR IF CURRENTLY ENROLLED"
IF ENDYR1 GREATER THAN YYINV OR ((ENDMO1 GREATER THAN MMINV AND ENDMO1 NOT EQUAL TO 97) AND ENDYR1 EQUAL TO YYINV), GO BACK TO ENDMO1 : "DATE CANNOT BE LATER THAN TODAY"
IF (ENDYR1 GREATER THAN 0 AND ENDYR1 LESS THAN STRTY1) OR ((ENDMO1 GREATER THAN 0 AND ENDMO1 LESS THAN STRTM1) AND ENDYR1 EQUAL TO STRTY1), GO BACK TO STRTM1 : "END DATE CANNOT BE BEFORE START DATE"

2.81   ESTAT1   FIXED   Status of enrollment

Status:

1   Full Time
2   Half Time
3   Less than Half

IF STRTM2 GREATER THAN 0,REF,DK AND (STRTM1 EQUAL TO " " OR ENDMO1 EQUAL TO " "), GO BACK TO STRTM1 : "YOU MUST ENTER START AND END DATES AS WELL AS STATUS!162(G0,K2,K3))IF R WAS ENRO"

2.82   STRTM2   NUMBER   Start month of second spell

   Was there another period of enrollment?
   Start Date:

Entry Mask: Nn
Valid Values: 1-120

2.83   STRTY2   NUMBER   Start year of second spell

Entry Mask: NN

2.84   ENDMO2   NUMBER   End month of second spell

   End Date:

Entry Mask: Nn
Valid Values: 1-12
Valid Values: 970-99

2.85   ENDYR2   NUMBER   End year of second spell

Entry Mask: NN

2.86   ESTAT2   FIXED   Status of enrollment

Status:

1   Full Time
2   Half Time
3   Less than Half

2.87   STRTM3   NUMBER   Start month of third spell

Was there another period of enrollment?
Start Date:

Entry Mask: Nn
Valid Values: 1-120

2.88   STRTY3   NUMBER   Start year of third spell

Entry Mask: NN

2.89   ENDMO3   NUMBER   End month of third spell

End Date:

Entry Mask: Nn
Valid Values: 1-12
Valid Values: 970-99

2.90   ENDYR3   NUMBER   End year of third spell

Entry Mask: NN

2.91   ESTAT3   FIXED   Status of enrollment

Status:

1   Full Time
2   Half Time
3   Less than Half

2.92   STRTM4   NUMBER   Start month of first spell

Was there another period of enrollment?
Start Date:

Entry Mask: Nn
Valid Values: 1-120

| 2.93 | **STRTY4** | NUMBER | Start year of fourth spell |

Entry Mask: NN

| 2.94 | **ENDMO4** | NUMBER | End month of fourth spell |

End Date:

Entry Mask: Nn
Valid Values: 1-12
Valid Values: 970-99

| 2.95 | **ENDYR4** | NUMBER | End year of fourth spell |

Entry Mask: NN

| 2.96 | **ESTAT4** | FIXED | Status of enrollment |

Status:

1   Full Time
2   Half Time
3   Less than Half

| 2.97 | **STRTM5** | NUMBER | Start month of fifth spell |

What other dates were you enrolled at
^PBNAME^? (ENTER 97/97 FOR END DATE IF CURRENTLY ENROLLED)

Start Date:

Entry Mask: Nn
Valid Values: 1-120

| 2.98 | **STRTY5** | NUMBER | Start year of fifth spell |

Entry Mask: NN

| 2.99 | **ENDMO5** | NUMBER | End month of fifth spell |

End Date:

Entry Mask: Nn
Valid Values: 1-12
Valid Values: 970-99

| 2.100 | **ENDYR5** | NUMBER | End year of fifth spell |

Entry Mask: NN

2.101   ESTAT5   FIXED   Status of enrollment

Status:

1   Full Time
2   Half Time
3   Less than Half

2.102   STRTM6   NUMBER   Start month of sixth spell

Was there another period of enrollment?
Start Date:

Entry Mask: Nn
Valid Values: 1-120

2.103   STRTY6   NUMBER   Start year of sixth spell

Entry Mask: NN

2.104   ENDMO6   NUMBER   End month of sixth spell

End Date:

Entry Mask: Nn
Valid Values: 1-12
Valid Values: 970-99

2.105   ENDYR6   NUMBER   End year of sixth spell

Entry Mask: NN

2.106   ESTAT6   FIXED   Status of enrollment

Status:

1   Full Time
2   Half Time
3   Less than Half

2.107   STRTM7   NUMBER   Start month of seventh spell

Was there another period of enrollment?
Start Date:

Entry Mask: Nn
Valid Values: 1-120

2.108   STRTY7   NUMBER   Start year of seventh spell

Entry Mask: NN

2.109   ENDMO7   NUMBER   End month of seventh spell

   End Date:

Entry Mask: Nn
Valid Values: 1-12
Valid Values: 970-99

2.110   ENDYR7   NUMBER   End year of seventh spell

Entry Mask: NN

2.111   ESTAT7   FIXED   Status of enrollment

  Status:

  1   Full Time
  2   Half Time
  3   Less than Half

2.112   STRTM8   NUMBER   Start month of eighth spell

  Was there another period of enrollment?
  Start Date:

Entry Mask: Nn
Valid Values: 1-120

2.113   STRTY8   NUMBER   Start year of eighth spell

Entry Mask: NN

2.114   ENDMO8   NUMBER   End month of eighth spell

   End Date:

Entry Mask: Nn
Valid Values: 1-12
Valid Values: 970-99

2.115   ENDYR8   NUMBER   End year of eighth spell

Entry Mask: NN

2.116   ESTAT8   FIXED   Status of enrollment

Status:

1   Full Time
2   Half Time
3   Less than Half

REPEAT Y_COL THRU LUPE2 FOR EACH CATEGORY IN Y_COL.

2.117   Y_COL   LOOPBEG-FIXED   Year stepthru for enrollment cells

92   1992
93   1993
94   1994
95   1995
96   1996
97   1997

IF OLDINVYY LESS THAN 94, LOOP VALUE: 92/93
IF , LOOP VALUE: 94/97

IF ((Y_COL EQUAL TO '<160/195/5((G0 AND Y_COL LESS THAN Y_COL) AND ((Y_COL EQUAL TO
'<162/197/5((G0 AND Y_COL GREATER THAN Y_COL, THEN SET M_ROW TO ^'<163/198/5()
IF ((Y_COL EQUAL TO '<160/195/5((G0 AND Y_COL EQUAL TO EY_COL) AND ((Y_COL EQUAL TO
'<159/194/5((G0 AND Y_COL LESS THAN OR EQUAL TO M_ROW) AND ((Y_COL EQUAL TO
'<162/197/5((G0 AND Y_COL GREATER THAN Y_COL, THEN SET M_ROW TO ^'<163/198/5()
IF ((Y_COL EQUAL TO '<160/195/5((G0 AND Y_COL EQUAL TO EY_COL) AND ((Y_COL EQUAL TO
'<159/194/5((G0 AND Y_COL LESS THAN OR EQUAL TO M_ROW) AND ((Y_COL EQUAL TO
'<162/197/5((G0 AND Y_COL EQUAL TO EY_COL) AND ((Y_COL EQUAL TO '<161/196/5((G0 AND Y_COL
GREATER THAN OR EQUAL TO M_ROW, THEN SET M_ROW TO ^'<163/198/5()
IF ((Y_COL EQUAL TO '<160/195/5((G0 AND Y_COL LESS THAN Y_COL) AND ((Y_COL EQUAL TO
'<162/197/5((G0 AND Y_COL EQUAL TO EY_COL) AND ((Y_COL EQUAL TO '<161/196/5((G0 AND Y_COL
GREATER THAN OR EQUAL TO M_ROW, THEN SET M_ROW TO ^'<163/198/5()
IF (Y_COL EQUAL TO '<160/195/5((Y_COL AND (Y_COL EQUAL TO '<159/194/5((M_ROW, THEN SET
M_ROW TO ^'<163/198/5(
IF (Y_COL EQUAL TO '<162/197/5((Y_COL AND (Y_COL EQUAL TO '<161/196/5((M_ROW, THEN SET
M_ROW TO ^'<163/198/5(
IF (Y_COL EQUAL TO '<162/197/5((97 AND Y_COL EQUAL TO 97 AND (Y_COL EQUAL TO
'<161/196/5((97 AND M_ROW EQUAL TO MMINV, THEN SET M_ROW TO ^'<163/198/5(

REPEAT M_ROW THRU LUPE1 FOR EACH CATEGORY IN M_ROW.

2.118   M_ROW   LOOPBEG-FIXED   Month stepthru for enrollment cells

1 JAN
2 FEB
3 MAR
4 APR
5 MAY
6 JUN
7 JUL
8 AUG
9 SEP
10 OCT
11 NOV
12 DEC

IF Y_COL NOT EQUAL TO 97, LOOP VALUE: 1/12
IF Y_COL EQUAL TO 97, LOOP VALUE: 1/^MMINV^

IF HSMONTH EQUAL TO ASKED, THEN SET E_CEL TO 4

2.119   E_CEL   FIXED   Enrollment status cells

0
1 Full Time
2 Half Time
3 Less than Half
4 Not Attending

2.120   LUPE1   LOOPEND

2.121   LUPE2   LOOPEND

IF (HSMONTH EQUAL TO '<161/196/5((97 AND (HSMONTH EQUAL TO '<162/197/5((97 AND PBALOOPS
EQUAL TO PBALOOPS, THEN SET CURENR TO 1
IF HSMONTH EQUAL TO ASKED, THEN SET CURENR TO 0

2.122   CURENR   CALCULATION   R currently enrolled flag

Calculation:

2.123   **LENRMO**   CALCULATION   Last month enrolled

Calculation:
   1   JAN
   2   FEB
   3   MAR
   4   APR
   5   MAY
   6   JUN
   7   JUL
   8   AUG
   9   SEP
  10 OCT
  11 NOV
  12 DEC

IF CURENR EQUAL TO 1, THEN SET LENRYR TO 97

2.124   **LENRYR**   CALCULATION   Last year enrolled

Calculation:
  92 1992
  93 1993
  94 1994
  95 1995
  96 1996
  97 1997

2.125   **TMSTM4**   TIMESTAMP   End time for enrollment dates

2.126   **BEGDATE1**   CALCULATION   DATE TEXT FILL FOR TUITION QUESTION

Calculation:

2.127   **ENDDATE**   CALCULATION   DATE TEXT FILL FOR TUITION QUESTION

Calculation:

2.128   **DEGRCVD**   YESNO   Awarded degree for post-BA

  Did you receive a degree from ^PBNAME^?

   1   YES
   2   NO

IF DEGRCVD EQUAL TO 2,REF,DK AND CURENR EQUAL TO 1, GO TO FDEGRCV

2.129   PBPROG   FIXED   Type of degree program at post-bac schl

HELP

~IF ^DEGRCVD^(1)
  What type of degree did you receive at
  ^PBNAME^?
~ELSE
  What type of degree program were you enrolled in at
  ^PBNAME^?
~END

    1   ASSOCIATE'S DEGREE
    2   BACHELOR'S DEGREE
    3   POST-BACCALAUREATE CERTIFICATE
    4   MASTER'S DEGREE (M.A., M.S.)
    5   MASTER'S IN BUSINESS ADMINISTRATION (M.B.A.)
    6   POST-MASTER'S CERTIFICATE (Ed. Specialist)
    7   FIRST PROFESSIONAL DEGREE (M.D.,J.D.,D.D.S.,O.D.)
    8   DOCTORAL DEGREE (Ph.D.,Ed.D.,D.P.H.)
    9   OTHER CERTIFICATE/LICENSE
    10 NONDEGREE PROGRAM
    11 DUAL DEGREE (J.D./M.B.A., M.D./Ph.D.)

IF DEGRCVD NOT EQUAL TO 1, SHOW VALUE: 1/11
IF DEGRCVD EQUAL TO 1, SHOW VALUE: 1/9,11

IF PBPROG EQUAL TO 1/8, GO TO MAJCOD4
IF PBPROG EQUAL TO 11, GO TO PPRG01

2.130   PBLEVL   FIXED   Level of courses at post-BA schl

  What level were the courses you were taking at
  ^PBNAME^?

    1   Graduate
    2   Undergraduate
    3   Combined Graduate/Undergraduate
    4   Other

IF PBPROG EQUAL TO 10,REF,DK, GO TO PBDEGRMM
IF PBPROG EQUAL TO 9, GO TO MAJCOD4

2.131   PPRG01   FIXED   First prog type at post-bac schl

~IF ^DEGRCVD^(1)
  What was the first degree you received in the dual degree
  from ^PBNAME^?
~ELSE
  What was the first type of program you were enrolled in
  at ^PBNAME^?
~END

    1   ASSOCIATE'S DEGREE
    2   BACHELOR'S DEGREE
    3   POST-BACCALAUREATE CERTIFICATE
    4   MASTER'S DEGREE (M.A., M.S.)
    5   MASTER'S IN BUSINESS ADMINISTRATION (M.B.A.)
    6   POST-MASTER'S CERTIFICATE (Ed. Specialist)
    7   FIRST PROFESSIONAL DEGREE (M.D.,J.D.,D.D.S.,O.D.)
    8   DOCTORAL DEGREE (Ph.D.,Ed.D.,D.P.H.)
    9   OTHER CERTIFICATE/LICENSE

2.132   MAJCOD2   FIXED   Major Coding Call2-POST BA (DUAL PROG)

                                          HELP

  What was your major field of study in this program?
  (INTERVIEWER: PLEASE CODE MAJOR FIELD OF STUDY ON THE
  NEXT SCREEN)

    1   PRESS ENTER TO CALL CODING PROGRAM

IF MAJCOD2 EQUAL TO REF, THEN SET PMAJ01 TO Ñ
IF MAJCOD2 EQUAL TO DK, THEN SET PMAJ01 TO O

2.133   PMAJ01   EXTERNAL   Code for 1rst major in dual prog at schl

Command Line: MAJORB <,>

2.134   PMJR01   EXTERNAL   Text-first major at post-bac schl

Command Line: MAJORB <,>
Entry Mask: 2

2.135   PPRG02   FIXED   Second prog type at post-bacc schl

~IF ^DEGRCVD^(1)
  What was the second degree you received in your dual degree
  from ^PBNAME^?
~ELSE
  What was the second type of program you were enrolled in
  at ^PBNAME^?
~END

    1   ASSOCIATE'S DEGREE
    2   BACHELOR'S DEGREE
    3   POST-BACCALAUREATE CERTIFICATE
    4   MASTER'S DEGREE (M.A.,M.S.)
    5   MASTER'S IN BUSINESS ADMINISTRATION (M.B.A.)
    6   POST-MASTER'S CERTIFICATE (Ed. Specialist)
    7   FIRST PROFESSIONAL DEGREE (M.D.,J.D.,D.D.S.,O.D.)
    8   DOCTORAL DEGREE (Ph.D.,Ed.D.,D.P.H.)
    9   OTHER CERTIFICATE/LICENSE

2.136   MAJCOD3   FIXED   Major Coding Call3-POST BA (DUAL PROG)

  What was your major field of study in this program?
  (INTERVIEWER PLEASE CODE MAJOR FIELD OF STUDY ON THE
  NEXT SCREEN)

    1   PRESS ENTER TO CALL CODING PROGRAM

IF MAJCOD3 EQUAL TO REF, THEN SET PMAJ02 TO Ñ
IF MAJCOD3 EQUAL TO DK, THEN SET PMAJ02 TO O

2.137   PMAJ02   EXTERNAL   Second major code at post-BA schl

Command Line: MAJORB <,>

2.138   PMJR02   EXTERNAL   Text-second major at post-BA schl

Command Line: MAJORB <,>
Entry Mask: 2

IF PBPROG EQUAL TO 11, GO TO PBDEGRMM

2.139	**MAJCOD4**	FIXED	Major Coding Call4 - Post BA

HELP

~IF ^DEGRCVD^(1)
  What was your degree major (field of study)?
~ELSE
  What was your major field of study at ^PBNAME^?
~END
  (INTERVIEWER PLEASE CODE MAJOR FIELD OF STUDY ON THE
  NEXT SCREEN)

  1   PRESS ENTER TO CALL CODING PROGRAM

IF MAJCOD4 EQUAL TO REF, THEN SET PBMAJR TO Ñ
IF MAJCOD4 EQUAL TO DK, THEN SET PBMAJR TO O

2.140	**PBMAJR**	EXTERNAL	Major field code at post-BA schl

Command Line: MAJORB <,>

2.141	**PBMJR**	EXTERNAL	Text-major field at post-BA schl

Command Line: MAJORB <,>
Entry Mask: 2

IF DEGRCVD EQUAL TO 2,REF,DK, GO TO TMSTM5

2.142	**PBDEGRMM**	NUMBER	Month received degree at post-BA schl

  When were you awarded the ^PBPROG^
  by ^PBNAME^?
  (IF RESPONDENT RECEIVED ONE DEGREE IN DUAL DEGREE PROGRAM,
  ENTER DATE OF DEGREE RECEIVED)

Valid Values: 1-12

2.143	**PBDEGRYY**	NUMBER	Year received degree from post-BA schl

Valid Values: 91-97

IF PBDEGRYY GREATER THAN YYINV OR PBDEGRYY EQUAL TO YYINV AND PBDEGRMM GREATER
THAN MMINV, GO BACK TO PBDEGRMM : "DATE SHOULD BE BEFORE CURRENT DATE"
IF (PBDEGRYY LESS THAN YBARECVD AND PBDEGRYY GREATER THAN 0) OR PBDEGRYY EQUAL
TO YBARECVD AND (PBDEGRMM LESS THAN MBARECVD AND PBDEGRMM GREATER THAN 0, GO
BACK TO PBDEGRMM : "DATE SHOULD BE AFTER DATE RECEIVED BA)"

IF DEGRCVD EQUAL TO 1 AND (PBPROG EQUAL TO 2/8 AND PBPROG GREATER THAN FDEGRCV, THEN SET FDEGRCV TO ^PBPROG^)
IF DEGRCVD EQUAL TO 1 AND PPRG01 EQUAL TO 2/8 AND PPRG02 EQUAL TO 2/8 AND (PPRG01 GREATER THANEQUAL TO PPRG02 AND PPRG01 GREATER THAN FDEGRCV, THEN SET FDEGRCV TO ^PPRG01^)
IF DEGRCVD EQUAL TO 1 AND PPRG01 EQUAL TO 2/8 AND PPRG02 EQUAL TO 2/8 AND (PPRG02 GREATER THAN PPRG01 AND PPRG02 GREATER THAN FDEGRCV, THEN SET FDEGRCV TO ^PPRG02^)
IF DEGRCVD EQUAL TO 1 AND (PPRG01 EQUAL TO 2/8 AND PPRG01 GREATER THAN FDEGRCV, THEN SET FDEGRCV TO ^PPRG01^)
IF DEGRCVD EQUAL TO 1 AND (PPRG02 EQUAL TO 2/8 AND PPRG02 GREATER THAN FDEGRCV, THEN SET FDEGRCV TO ^PPRG02^)
IF PBALOOPS GREATER THAN 1, THEN SET FDEGRCV TO ^FDEGRCV^

2.144   FDEGRCV   CALCULATION   Highest degree received ACROSS ALL ITERA

Calculation:
  2   BACHELOR'S DEGREE
  3   POST-BACCALAUREATE CERTIFICATE
  4   MASTER'S DEGREE (M.A.,M.S.)
  5   MASTER'S IN BUSINESS ADMINISTRATION (M.B.A.)
  6   POST-MASTER'S CERTIFICATE (Ed. Specialist)
  7   FIRST PROFESSIONAL DEGREE (M.D.,J.D.,D.D.S.,O.D.)
  8   DOCTORAL DEGREE (Ph.D.,Ed.D.,D.P.H.)

2.145   TENSE   TEXT-FILL   TEXT FILL

  1   are
  2   were
  3   is
  4   was
  5   do
  6   does
  7   did
  8   have
  9   has
 10   had
 11   ^PBPROG^
 12   is
 13   was
 14   Do
 15   Did
 16   prefer
 17   have preferred

F CURENR EQUAL TO 1, GET TEXT-FILL VALUE: 1,3,5,6,8,9
IF CURENR NOT EQUAL TO 1, GET TEXT-FILL VALUE: 2,4,7,10
IF PBPROG GREATER THAN 0, GET TEXT-FILL VALUE: 11
IF TJOBENDM EQUAL TO 97, GET TEXT-FILL VALUE: 12,14,16
IF TJOBENDM NOT EQUAL TO 97, GET TEXT-FILL VALUE: 13,15,17

2.146 **DEGDIF** CALCULATION LENRMO minus PBDEGRMM

Calculation: ^LENRMO^-PBDEGRMM

2.147 **TMSTM5** TIMESTAMP Start time for current enrollment sect

IF CURENR EQUAL TO 1 OR ((PBDEGRYY GREATER THAN 0 AND PBDEGRYY LESS THAN LENRYR)
OR (PBDEGRYY EQUAL TO LENRYR AND DEGDIF GREATER THAN 1)), GO TO PBCURP, ELSE GO TO
PBSTATUS

2.148 **PBCURP** FIXED Program type currently enrolled

~IF ^CURENR^(1)
  What type of program are you _currently_ enrolled in at
  ^PBNAME^?
~ELSE ^PBDEGRYY^(G0+LQ204).^(223(Q204)+^DEGDIF^(G1))
  What type of program were you enrolled in at
  ^PBNAME^_after_ you
  received your ^TENSE^(11)?
~END

  1   ASSOCIATE'S DEGREE
  2   BACHELOR'S DEGREE
  3   POST-BACCALAUREATE CERTIFICATE
  4   MASTER'S DEGREE (M.A.,M.S.)
  5   MASTER'S IN BUSINESS ADMINISTRATION (M.B.A.)
  6   POST-MASTER'S CERTIFICATE (Ed. Specialist)
  7   FIRST PROFESSIONAL DEGREE (M.D.,J.D.,D.D.S.,O.D.)
  8   DOCTORAL DEGREE (Ph.D.,Ed.D.,D.P.H.)
  9   OTHER CERTIFICATE/LICENSE
  10 NONDEGREE PROGRAM
  11 DUAL DEGREE (J.D./M.B.A., M.D./Ph.D.)

IF PBCURP EQUAL TO 1/8, GO TO MAJCOD41
IF PBCURP EQUAL TO 11, GO TO PCPG01

2.149 **PBCRLV** FIXED Current level of courses

  What level ^TENSE^(1/2) the courses you ^TENSE^(1/2) taking at
  ^PBNAME^?

  1   Graduate
  2   Undergraduate
  3   Combined Graduate/Undergraduate
  4   Other

IF PBCURP EQUAL TO 10,REF,DK, GO TO PBSTATUS
IF PBCURP EQUAL TO 9, GO TO MAJCOD41

2.150   PCPG01   FIXED   Current first prog type

What ^TENSE^(3/4) the first type of program you ^TENSE^(1/2) enrolled in
at ^PBNAME^?

   1   ASSOCIATE'S DEGREE
   2   BACHELOR'S DEGREE
   3   POST-BACCALAUREATE CERTIFICATE
   4   MASTER'S DEGREE (M.S.,M.A.)
   5   MASTER'S IN BUSINESS ADMINISTRATION (M.B.A.)
   6   POST-MASTER'S CERTIFICATE (Ed. Specialist)
   7   FIRST PROFESSIONAL DEGREE (M.D.,J.D.,D.D.S.,O.D.)
   8   DOCTORAL DEGREE (Ph.D.,Ed.D.,D.P.H.)
   9   OTHER CERTIFICATE/LICENSE

2.151   MAJCOD21   FIXED   Major Coding Call2-POST BA (DUAL PROG)

HELP

What ^TENSE^(3/4) your major field of study in this program?
(INTERVIEWER: PLEASE CODE MAJOR FIELD OF STUDY ON THE
NEXT SCREEN)

   1   ^PMJR01^
   2   ^PMJR02^
   3   ^PBMJR^
   4   Something else (CODE ON THE NEXT SCREEN)
   5   CODE ON THE NEXT SCREEN

IF (PMJR01 EQUAL TO ASKED AND PMJR01 NOT EQUAL TO REF AND PMJR01 NOT EQUAL TO DK),
SHOW VALUE: 1
IF (PMJR02 EQUAL TO ASKED AND PMJR02 NOT EQUAL TO REF AND PMJR02 NOT EQUAL TO DK),
SHOW VALUE: 2
IF (PBMJR EQUAL TO ASKED AND PBMJR NOT EQUAL TO REF AND PBMJR NOT EQUAL TO DK),
SHOW VALUE: 3
IF DEGRCVD EQUAL TO 1, SHOW VALUE: 4
IF DEGRCVD EQUAL TO 2,REF,DK, SHOW VALUE: 5

IF MAJCOD21 EQUAL TO REF, THEN SET PCMJ01 TO Ñ
IF MAJCOD21 EQUAL TO DK, THEN SET PCMJ01 TO O
IF MAJCOD21 EQUAL TO 1, THEN SET PCMJ01 TO ^PMAJ01^
IF MAJCOD21 EQUAL TO 2, THEN SET PCMJ01 TO ^PMAJ02^
IF MAJCOD21 EQUAL TO 3, THEN SET PCMJ01 TO ^PBMAJR^

2.152   PCMJ01   EXTERNAL   Current 1st major code at post-BA schl

Command Line: MAJORB <,>

IF MAJCOD21 EQUAL TO 1, THEN SET PCMR01 TO ^PMJR01^
IF MAJCOD21 EQUAL TO 2, THEN SET PCMR01 TO ^PMJR02^
IF MAJCOD21 EQUAL TO 3, THEN SET PCMR01 TO ^PBMJR^

2.153   PCMR01   EXTERNAL   Current 1st major text at post-BA schl

Command Line: MAJORB <,>
Entry Mask: 2

2.154   PCPG02   FIXED   Current second prog type at schl

What ^TENSE^(3/4) the second type of program you ^TENSE^(1/2) enrolled
in at ^PBNAME^?

 1   ASSOCIATE'S DEGREE
 2   BACHELOR'S DEGREE
 3   POST-BACCALAUREATE CERTIFICATE
 4   MASTER'S DEGREE (M.A.,M.S.)
 5   MASTER'S IN BUSINESS ADMINISTRATION (M.B.A.)
 6   POST-MASTER'S CERTIFICATE (Ed. Specialist)
 7   FIRST PROFESSIONAL DEGREE (M.D.,J.D.,D.D.S.,O.D.)
 8   DOCTORAL DEGREE (Ph.D.,Ed.D.,D.P.H.)
 9   OTHER CERTIFICATE/LICENSE

2.155   MAJCOD31   FIXED   Major Coding Call3-POST BA (DUAL PROG)

HELP

What ^TENSE^(3/4) your major field of study in this program?
(INTERVIEWER PLEASE CODE MAJOR FIELD OF STUDY ON THE
NEXT SCREEN)

 1   ^PMJR01^
 2   ^PMJR02^
 3   ^PBMJR^
 4   Something else (CODE ON THE NEXT SCREEN)
 5   CODE ON THE NEXT SCREEN

IF (PMJR01 EQUAL TO ASKED AND PMJR01 NOT EQUAL TO REF AND PMJR01 NOT EQUAL TO DK),
SHOW VALUE: 1
IF (PMJR02 EQUAL TO ASKED AND PMJR02 NOT EQUAL TO REF AND PMJR02 NOT EQUAL TO DK),
SHOW VALUE: 2
IF (PBMJR EQUAL TO ASKED AND PBMJR NOT EQUAL TO REF AND PBMJR NOT EQUAL TO DK),
SHOW VALUE: 3
IF DEGRCVD EQUAL TO 1, SHOW VALUE: 4
IF DEGRCVD EQUAL TO 2,REF,DK, SHOW VALUE: 5

IF MAJCOD31 EQUAL TO REF, THEN SET PCMJ02 TO Ñ
IF MAJCOD31 EQUAL TO DK, THEN SET PCMJ02 TO O
IF MAJCOD31 EQUAL TO 1, THEN SET PCMJ02 TO ^PMAJ01^
IF MAJCOD31 EQUAL TO 2, THEN SET PCMJ02 TO ^PMAJ02^
IF MAJCOD31 EQUAL TO 3, THEN SET PCMJ02 TO ^PBMAJR^

2.156   PCMJ02   EXTERNAL   Current 2nd major code at post-BA schl

Command Line: MAJORB <,>

```
IF MAJCOD31 EQUAL TO 2, THEN SET PCMR02 TO ^PMJR02^
IF MAJCOD31 EQUAL TO 3, THEN SET PCMR02 TO ^PBMJR^
```

2.157   PCMR02   EXTERNAL   Current 2nd major text at post-BA schl

Command Line: MAJORB <,>
Entry Mask: 2

```
IF PBCURP EQUAL TO 11, GO TO PBSTATUS
```

2.158   MAJCOD41   FIXED   Major Coding Call4 - Post BA
What ^TENSE^(3/4) your major field of study at ^PBNAME^?
(INTERVIEWER PLEASE CODE MAJOR FIELD OF STUDY ON THE
NEXT SCREEN)

   1   ^PMJR01^
   2   ^PMJR02^
   3   ^PBMJR^
   4   Something else (CODE ON THE NEXT SCREEN)
   5   CODE ON THE NEXT SCREEN

```
IF (PMJR01 EQUAL TO ASKED AND PMJR01 NOT EQUAL TO REF AND PMJR01 NOT EQUAL TO DK),
SHOW VALUE: 1
IF (PMJR02 EQUAL TO ASKED AND PMJR02 NOT EQUAL TO REF AND PMJR02 NOT EQUAL TO DK),
SHOW VALUE: 2
IF (PBMJR EQUAL TO ASKED AND PBMJR NOT EQUAL TO REF AND PBMJR NOT EQUAL TO DK),
SHOW VALUE: 3
IF DEGRCVD EQUAL TO 1, SHOW VALUE: 4
IF DEGRCVD EQUAL TO 2,REF,DK, SHOW VALUE: 5
```

```
IF MAJCOD41 EQUAL TO REF, THEN SET PBCRMC TO Ñ
IF MAJCOD41 EQUAL TO DK, THEN SET PBCRMC TO O
IF MAJCOD41 EQUAL TO 1, THEN SET PBCRMC TO ^PMAJ01^
IF MAJCOD41 EQUAL TO 2, THEN SET PBCRMC TO ^PMAJ02^
IF MAJCOD41 EQUAL TO 3, THEN SET PBCRMC TO ^PBMAJR^
```

2.159   PBCRMC   EXTERNAL   Current major code at post-BA schl

Command Line: MAJORB <,>

```
IF MAJCOD41 EQUAL TO 2, THEN SET PBCRMJ TO ^PMJR02^
IF MAJCOD41 EQUAL TO 3, THEN SET PBCRMJ TO ^PBMJR^
```

2.160   PBCRMJ   EXTERNAL   Current major text at post-BA schl

Command Line: MAJORB <,>
Entry Mask: 2

IF (DEGRCVD EQUAL TO 1 AND (PBCURP EQUAL TO 7 OR PCPG01 EQUAL TO 7 OR PCPG02 EQUAL TO 7)) OR (DEGRCVD EQUAL TO 2,REF,DK AND (PBCURP EQUAL TO 7 OR PCPG01 EQUAL TO 7 OR PCPG01 EQUAL TO PCPG02(7 OR PCPG01 EQUAL TO PBPROG(7 OR PCPG01 EQUAL TO PPRG01(7 OR PCPG01 EQUAL TO PPRG02(7)), GO TO PBSTATUS, ELSE GO TO PBCOURSE

2.161   PBSTATUS   FIXED   Current program status-first prof

~IF ^CURENR^(1)
  What year of your professional program are you in?
~ELSE
  What year of your professional program were you in when you stopped
  attending ^PBNAME^?
~END

   1   First year
   2   Second year
   3   Third year
   4   Fourth year
   5   Above fourth year

IF (DEGRCVD EQUAL TO 1 AND (PBCURP EQUAL TO 4,5,6,8 OR PCPG01 EQUAL TO 4,5,6,8 OR PCPG02 EQUAL TO 4,5,6,8)) OR (DEGRCVD EQUAL TO 2,REF,DK AND (DEGRCVD EQUAL TO (228(4,5,6,8 OR DEGRCVD EQUAL TO PCPG01(4,5,6,8 OR DEGRCVD EQUAL TO PCPG02(4,5,6,8 OR DEGRCVD EQUAL TO PBPROG(4,5,6,8 OR DEGRCVD EQUAL TO PPRG01(4,5,6,

2.162   PBCOURSE   FIXED   Grad program status-courses

~IF ^CURENR^(1)
  How far along are you in your graduate program?
~ELSE
  How far along were you in your graduate program when you last
  attended ^PBNAME^?
~END

  Courses

   1   Haven't started
   2   Working on
   3   Completed
   4   Not required

2.163 PBEXAM   FIXED   Grad program status-exams

Qualifying or preliminary exams

1   Haven't started
2   Working on
3   Completed
4   Not required

2.164 PBTHESIS   FIXED   Grad program status-final thesis

Final project, thesis, or dissertation

1   Haven't started
2   Working on
3   Completed
4   Not required

IF PBCURP EQUAL TO 4/8 OR PCPG01 EQUAL TO 4/8 OR PCPG02 EQUAL TO 4/8, GO TO PBCOMPMM,
ELSE GO TO GRAENR

2.165 PBCOMPMM   NUMBER   Planned completion date-month

When do you expect to receive your
^PBCURP^?
(ENTER MONTH AND YEAR)

Valid Values: 1-12

IF PBPROG EQUAL TO 4/8 OR PPRG01 EQUAL TO 4/8 OR PPRG02 EQUAL TO 4/8 OR PBCURP EQUAL
TO 4/8 OR PCPG01 EQUAL TO 4/8 OR PCPG02 EQUAL TO 4/8, THEN SET PBCOMPYY TO 1

2.166 PBCOMPYY   NUMBER   Planned completion date-year

 Valid Values: 1997-2020

2.167 GRAENR   CALCULATION   Graduate enrollment flag

Calculation: GRAENR

IF CURENR EQUAL TO 1 AND ((PBCURP NOT EQUAL TO 4 AND PBCURP NOT EQUAL TO 5 AND
PBCURP NOT EQUAL TO 6 AND PBCURP NOT EQUAL TO 7 AND PBCURP NOT EQUAL TO 8) AND
(PCPG01 NOT EQUAL TO 4 AND PCPG01 NOT EQUAL TO 5 AND PCPG01 NOT EQUAL TO 6 AND
PCPG01 NOT EQUAL TO 7 AND PCPG01 NOT EQUAL TO 8) AND (PCPG02 NOT EQUAL TO 4 AND
PCPG02 NOT EQUAL TO 5 AND PCPG02 NOT EQUAL TO 6 AND PCPG02 NOT EQUAL TOIF CURENR
NOT EQUAL TO 1 AND ((PBPROG NOT EQUAL TO 4 AND PBPROG NOT EQUAL TO 5 AND PBPROG
NOT EQUAL TO 6 AND PBPROG NOT EQUAL TO 7 AND PBPROG NOT EQUAL TO 8) AND (PPRG01
NOT EQUAL TO 4 AND PPRG01 NOT EQUAL TO 5 AND PPRG01 NOT EQUAL TO 6 AND PPRG01 NOT
EQUAL TO 7 AND PPRG01 NOT EQUAL TO 8) AND (PPRG02 NOT EQUAL TO 4 AND PPRG02 NOT

EQUAL TO 5 AND PPRG02 NOT EQUAL TO 6 AND PPRG02 <

2.168 PBRESI   FIXED   Residence while in post-BA school

HELP

While enrolled at ^PBNAME^
^TENSE^(5.7) you live primarily:

1   In school-owned housing
2   Off campus in a private apartment or house
3   With parents or guardians
4   With relatives other than parents, guardians, spouse,or children
5   or in some other situation

2.169 PBAID   YESNO   Aid received at post-BA school

HELP

Now think about your enrollment at ^PBNAME^
from ^BEGDATE1^ to ^ENDDATE^.
During this period, ^TENSE^(5.7) you receive any financial assistance,
other than family assistance? (INCLUDE STIPENDS, TUITION WAIVERS,
AND SCHOLARSHIPS)

1   YES
2   NO

IF PBAID EQUAL TO 2,REF,DK,MISS, GO TO PWHY

2.170 PAID   MULTIPLE   Type of aid received for post-baccalaure

HELP

What types of non-family assistance ^TENSE^(5.7) you receive while
enrolled at ^PBNAME^?
(CODE ALL THAT APPLY)

1   FREE OR REDUCED TUITION
2   SCHOLARSHIP, FELLOWSHIP, OR GRANT
3   TEACHING ASSISTANTSHIPS
4   RESEARCH ASSISTANTSHIPS
5   LOANS
6   EMPLOYEE EDUCATION BENEFITS
7   WORK STUDY
8   OTHER

2.171   PAIDAM   NUMBER   Amount of aid received from school

HELP

How much (financial assistance) ^TENSE^(5.7) you receive while attending
^PBNAME^ during this
period (from ^BEGDATE1^ to ^ENDDATE^)?

Entry Mask: !~U$__,___~!
Valid Values: 1-40000
Soft Check: 40001-99999

2.172   PWHY   MULTIPLE   Reasons for selecting grad school

Why did you select ^PBNAME^ for graduate
or professional study? (CODE ALL THAT APPLY)

 1   CAN FINISH PROGRAM IN SHORT PERIOD OF TIME
 2   OBTAINED FINANCIAL AID NEEDED
 3   TUITION AND DIRECT EXPENSES WERE LESS
 4   OTHER LIVING COSTS WERE LESS
 5   A PARTICULAR PROFESSOR TEACHES THERE
 6   FRIENDS/FAMILY ATTEND(ED)/ RECOMMEND(ED) THIS SCHOOL
 7   I ATTENDED THE SCHOOL AS AN UNDERGRAD
 8   CAN WORK WHILE ATTENDING
 9   CAN LIVE AT HOME WHILE ATTENDING
 10 SCHOOL IS LOCATED WHERE I WANT TO SETTLE
 11 SCHOOL IS CLOSE TO HOME OR WORK
 12 I LIKE THE SURROUNDING COMMUNITY
 13 SCHOOL/FACULTY HAS A GOOD REPUTATION
 14 OFFERED THE COURSE OF STUDY I WANTED
 15 THEY ACCEPTED ME
 16 OTHER

2.173   PBADED   FIXED   Reason attended post-BA school

Did you enroll at ^PBNAME^ because
you needed additional education..

 1   to begin a new career
 2   to continue or advance in your current field
 3   personal interest
 4   or did you enroll for other reasons

2.174   PBTIME   FIXED   Time of day R attends post-bac schl

When ^TENSE^(5.7) you usually attend classes at
^PBNAME^? (IF RESPONDENT IS UNSURE,
ASK ABOUT ATTENDANCE FOR THE MAJORITY OF TIME ENROLLED)

 1   Weekdays
 2   Weeknights
 3   Weekends

2.175   PBALOOPE   LOOPEND

2.176   HIGHDEG   FIXED   Highest degree expected

HELP

Now, thinking about the future, what is the highest degree you expect
to receive?

  1   BACHELOR'S DEGREE
  2   POST-BACCALAUREATE CERTIFICATE
  3   MASTER'S DEGREE (MA, MS)
  4   MASTER'S IN BUSINESS ADMINISTRATION (M.B.A.)
  5   POST-MASTER'S CERTIFICATE (Ed. Specialist)
  6   FIRST PROFESSIONAL DEGREE (M.D., J.D., D.D.S., O.D.)
  7   DOCTORAL DEGREE (Ph.D, Ed.D, D.P.H.)
  8   OTHER

```
IF FDEGRCV EQUAL TO 0, SHOW VALUE: 1/7
IF FDEGRCV EQUAL TO 2, SHOW VALUE: 1/7
IF FDEGRCV EQUAL TO 3, SHOW VALUE: 2/7
IF FDEGRCV EQUAL TO 4, SHOW VALUE: 3/7
IF FDEGRCV EQUAL TO 5, SHOW VALUE: 4/7
IF FDEGRCV EQUAL TO 6, SHOW VALUE: 5/7
IF FDEGRCV EQUAL TO 7, SHOW VALUE: 6/7
IF FDEGRCV EQUAL TO 8, SHOW VALUE: 7/7
IF , SHOW VALUE: 8
```

```
IF HIGHDEG EQUAL TO 1,REF,DK, GO TO TIMEST6
```


2.177   ENROLEXP   FIXED   Enrollment plans in three years

Three years from now, do you plan to be enrolled in school working on
that degree?

  1   YES
  2   NO
  3   WILL HAVE COMPLETED DEGREE
  4   ALREADY RECEIVED HIGHEST DEGREE

```
IF ENROLEXP EQUAL TO 2,3,4,REF,DK, GO TO TIMEST6
```

2.178 ERLEXP2F FIXED Major code call 5-area expect to study

What do you expect to be studying?
(CODE MAJOR FIELD OF STUDY ON THE NEXT SCREEN)

1 PRESS ENTER TO CALL CODING PROGRAM

IF ERLEXP2F EQUAL TO REF, THEN SET MAJORCOD TO Ñ
IF ERLEXP2F EQUAL TO DK, THEN SET MAJORCOD TO O

2.179 MAJORCOD EXTERNAL Code major field of study expected

Command Line: MAJORB <,>

2.180 MJRVERB EXTERNAL Verbatim major field expected

Command Line: MAJORB <,>
Entry Mask: 2

2.181 TIMEST6 TIMESTAMP Begin time of internship section

2.182 INTERNUM NUMBER Number of internships held, if any

We'd like to know about the internship experience of college graduates.
Have you participated in any paid or unpaid internships since receiving
your bachelor's degree at ^SAMPSCHL^?
Exclude any internships you were required to complete as
part of a degree or licensure.
(IF NO, ENTER "0". IF YES, ASK:)
How many separate internships have you had?

Valid Values: 0-15
Soft Check: 16-30

IF INTERNUM LESS THAN 1, GO TO EDU_END

REPEAT INLOOPS THRU INLOOPE FOR EACH CATEGORY IN INLOOPS.

2.183   INLOOPS   LOOPBEG-FIXED   Internship loop start

    1   first
    2   second
    3   third
    4   fourth   5   fifth
    6   sixth
    7   seventh
    8   eighth

IF INTERNUM LESS THAN 9, LOOP VALUE: 1/^INTERNUM^
IF INTERNUM GREATER THAN 8, LOOP VALUE: 1/7

2.184   INSTAT   FIXED   Full/part-time status of internship

~IF ^INTERNUM^(G8)+^INLOOPS^(1)
  I'd like to ask you about your eight most recent internships.
~END
~IF ^INTERNUM^(1)
  Was your internship full-time or part-time?
~ELSE
  Was your ^INLOOPS^ internship full-time or part-time?
~END

    1   Full-time
    2   Part-time

2.185   INTRNPD   FIXED   Paid/unpaid status of internship

  And was it a paid or unpaid internship?

    1   Paid
    2   Unpaid

2.186   INTRNDUR   NUMBER   Duration of internship

  How many months did you have this internship?

Valid Values: 1-24
Soft Check: 25-50

2.187   INTRNFLD   FIXED   Field of internship-coding program

  What field was this internship in?
~IF ^INLOOPS^(1)
  (INTERVIEWER, CODE FIELD ON NEXT SCREEN)
~ELSE
  (INTERVIEWER, SELECT FIELD OR, IF "SOMETHING ELSE", CODE FIELD
  ON NEXT SCREEN)
~END

  1   9M263(1)EQUAL TO
  2   9M263(2)EQUAL TO
  3   9M263(3)EQUAL TO
  4   9M263(4)EQUAL TO
  5   9M263(5)EQUAL TO
  6   9M263(6)EQUAL TO
  7   PRESS ENTER TO CALL CODING PROGRAM
  8   Something else (PRESS ENTER TO CALL CODING PROGRAM)

IF INLOOPS EQUAL TO 1, SHOW VALUE: 7
IF INLOOPS GREATER THAN 1, SHOW VALUE: 8

IF INTRNFLD EQUAL TO REF, THEN SET INFLDC TO Ñ
IF INTRNFLD EQUAL TO DK, THEN SET INFLDC TO O

2.188   INFLDC   EXTERNAL   Field code for internship

Command Line: MAJORB <,>

2.189   INFLDV   EXTERNAL   Field verbatim for internship

Command Line: MAJORB <,>
Entry Mask: 2

2.190   INTRNLED   FIXED   Result of internship

HELP

  Did the internship lead to a paid job or to graduate or
  professional study in that field?

  1   Neither a paid job nor graduate study
  2   A paid job in the field
  3   Graduate or professional study in the field
  4   Both graduate study and a paid job in the field
  5   Offered a job but turned it down

2.191   INLOOPE   LOOPEND

2.192   EDU_END   TIMESTAMP   Time elapsed at end of Education section

3.1   TPREAM1   PREAMBLE

I have some questions about teaching at the kindergarten through
twelfth grade levels.

IF TEACH EQUAL TO 1 AND CERTIFIE NOT EQUAL TO 1 AND NTJOBS EQUAL TO 1, GO TO
TCHCONEV
IF TEACH EQUAL TO 1 AND CERTIFIE EQUAL TO 1 AND NTJOBS EQUAL TO 1, GO TO CERTNOW

3.2   TEACHEV   YESNO   Ever worked as a teacher

HELP

Have you ever _worked_ as a teacher, teacher's aide, or substitute
teacher at the kindergarten through twelfth grade level?

1   YES
2   NO

IF CERTIFIE EQUAL TO 1, GO TO TCHCONS

3.3   TCHCONEV   YESNO   Ever taken courses toward certificate

HELP

Have you taken courses toward teacher certification?

1   YES
2   NO

IF TEACH EQUAL TO 1 AND TCHCONEV EQUAL TO 2,REF,DK, GO TO APPLICAT
IF TEACH EQUAL TO 1 AND TCHCONEV EQUAL TO 1, GO TO CERTNOW
IF TEACH EQUAL TO 2 AND TCHCONEV EQUAL TO 1, GO TO CERTNOW
IF TEACHEV EQUAL TO 1 AND CERTIFIE EQUAL TO 2, GO TO APPLICAT
IF TEACHEV EQUAL TO 1 AND CERTIFIE EQUAL TO 1, GO TO CERTNOW

3.4   TCHCONS   YESNO   Ever considered teaching

Are you currently considering teaching?

1   YES
2   NO

IF TEACH NOT EQUAL TO 1 AND TCHCONS EQUAL TO 2,REF,DK,MISS, GO TO TCH_END

3.5   **CERTNOW**   YESNO   Currently certified to teach?

HELP

Are you currently certified or licensed to teach (K through 12)
by any state or private accrediting organization?

  1   YES
  2   NO

```
IF CERTNOW EQUAL TO 2,REF,DK,MISS, GO TO APPLICAT
IF CERTIFIE EQUAL TO 1 AND CERTNOW EQUAL TO 1, GO TO FLDCER
```

3.6   **CERT1STM**   NUMBER   Month when first became certified

  When did you first become certified to teach?

Valid Values: 1-12

3.7   **CERT1STY**   NUMBER   Year when first became certified

Valid Values: 50-97

```
IF CERT1STY GREATER THAN YYINV OR CERT1STY EQUAL TO YYINV AND CERT1STM GREATER
THAN MMINV, GO BACK TO CERT1STM : "DATE MUST BE BEFORE CURRENT INTERVIEW DATE"
IF (CERT1STY LESS THAN HSYEAR AND CERT1STY GREATER THAN 0) OR CERT1STY EQUAL TO
HSYEAR AND (CERT1STM LESS THAN HSMONTH AND CERT1STM GREATER THAN 0, GO BACK TO
CERT1STM : "DATE SHOULD BE AFTER HIGH SCHOOL GRADUATION)"
```

3.8   **FLDCER**   MULTIPLE   Fields certified in

  What fields or levels are you currently certified in?
  (CODE ALL THAT APPLY)

  1   General elementary or kindergarten
  2   Accounting
  3   Agriculture
  4   Business, marketing
  5   Health occupations
  6   Home economics
  7   Industrial arts
  8   Military science
  9   Technical
  10 Trade and industry
  11 Other vocational education
  12 Biology/life science
  13 Chemistry
  14 Geology/earth science/space science
  15 Physics
  16 Computer science
  17 Physical science
  18 Mathematics

19 General and all other science
20 Bilingual education
21 French
22 German
23 Latin
24 Russian
25 Spanish
26 Other foreign languages
27 Basic skills and remedial education
28 Deaf and hard-of-hearing
29 Emotionally disturbed
30 Gifted
31 Mentally retarded
32 Mildly handicapped
33 Orthopedically handicapped
34 Severely handicapped
35 Specific learning disabilities
36 Speech/language impaired
37 Visually handicapped
38 Special education, general
39 Other special education
40 English as a second language
41 English language arts
42 Journalism
43 Reading
44 American Indian/Native American studies
45 Philosophy
46 Religion
47 Social studies/social sciences
48 Art
49 Dance
50 Drama/theatre
51 Music
52 Physical education/health
53 All others

REPEAT CRTLOOPS THRU CRTLOOPE FOR EACH CATEGORY IN CRTLOOPS.

3.9   CRTLOOPS   LOOPBEG-FIXED

1   General elementary or kindergarten
2   Accounting
3   Agriculture
4   Business, marketing
5   Health occupations
6   Home economics
7   Industrial arts
8   Military science
9   Technical education
10 Trade and industry
11 Other vocational education
12 Biology/life science
13 Chemistry
14 Geology/earth science/space science
15 Physics
16 Computer science

17   Physical science
18   Mathematics
19   General and all other science
20   Bilingual education
21   French
22   German
23   Latin
24   Russian
25   Spanish
26   Other foreign languages
27   Basic skills and remedial education
28   Deaf and hard-of-hearing
29   Emotionally disturbed
30   Gifted education
31   Mentally retarded education
32   Mildly handicapped education
33   Orthopedically handicapped education
34   Severely handicapped education
35   Specific learning disabilities education
36   Speech/language impaired education
37   Visually handicapped education
38   General special education
39   Other special education
40   English as a second language
41   English language arts
42   Journalism
43   Reading
44   American Indian/Native American studies
45   Philosophy
46   Religion
47   Social studies/social sciences
48   Art
49   Dance
50   Drama/theatre
51   Music
52   Physical education/health
53   the other field

> IF FLDCER EQUAL TO REF,DK,MISS, GO TO CRTLOOPE

3.10   CERTTYPE   FIXED   Highest certification held in field

HELP

What is the highest certificate you hold in ^CRTLOOPS^?

1   Advanced professional certificate
2   Regular/standard state certificate
3   Probationary certificate
4   Temporary certificate
5   Emergency certificate
6   Other

> IF FLDCER EQUAL TO 1, GO TO CRTLOOPE

3.11   LEVLCERT   MULTIPLE   Level certified to teach each field

And what grade levels are you certified to teach
^CRTLOOPS^? (CODE ALL THAT APPLY)

0   KINDERGARTEN
1   FIRST GRADE
2   SECOND GRADE
3   THIRD GRADE
4   FOURTH GRADE
5   FIFTH GRADE
6   SIXTH GRADE
7   SEVENTH GRADE
8   EIGHTH GRADE
9   NINTH GRADE
10 TENTH GRADE
11 ELEVENTH GRADE
12 TWELFTH GRADE

3.12   CRTLOOPE   LOOPEND

3.13   NATCERT   YESNO   National board certificate

Do you hold a National Board certificate?

1   YES
2   NO

3.14   PRIVCERT   YESNO   Other certificates held

And do you have certification from any other accrediting
organizations, such as private schools?

1   YES
2   NO

3.15   APPLICAT   NUMBER   Number of teaching applications

~IF ^TEACHEV^(2.K2.K3)+^TCHCONEV^(2.K2.K3)
  Have you ever applied for a teaching position?
  (IF NO, ENTER "0"; IF YES, ASK:)
  How many applications have you submitted?
~ELSE
  Since ^OLDDATE^, how many applications for teaching positions have
  you submitted?
~END

Valid Values: 0-75
Soft Check: 76-150

IF TEACH NOT EQUAL TO 1 AND CERTIFIE NOT EQUAL TO 1 AND TEACHEV NOT EQUAL TO 1 AND
TCHCONEV NOT EQUAL TO 1 AND APPLICAT LESS THAN 1, GO TO NONTCH
IF APPLICAT GREATER THAN 0, GO TO OFFERS

3.16   NEVAPP   MULTIPLE   Reasons never applied

What are the reasons you did not apply for a teaching position?
(CODE ALL THAT APPLY)

  1   NOT INTERESTED IN TEACHING
  2   ALREADY HAD TEACHING JOB
  3   NEEDED MORE EDUCATION
  4   HAD COURSEWORK BUT NOT READY TO APPLY
  5   JOBS HARD TO GET
  6   STUDENT TEACHING WAS DISCOURAGING
  7   MORE MONEY IN OTHER JOB OFFER
  8   MORE PRESTIGE IN OTHER JOB OFFER
  9   WANTED OTHER OCCUPATION
  10 LOW PAY
  11 POOR TEACHING CONDITIONS
  12 HAVEN'T TAKEN OR COULDN'T PASS THE REQUIRED TEST OR NOT YET CERTIFIED
  13 OTHER

IF APPLICAT EQUAL TO 0, GO TO TIMEST39

3.17   OFFERS   NUMBER   Number of teaching job offers received

HELP

How many offers for teaching positions have you received?

Valid Values: 0-40
Soft Check: 41-75

IF OFFERS EQUAL TO 0, GO TO TIMEST39

3.18   ACCOFFER   YESNO   Accepted teaching job offers

~IF ^OFFERS^(1)
  Did you accept that offer?
~ELSE
  Did you accept any of those offers?
~END

  1   YES
  2   NO

IF ACCOFFER EQUAL TO 1, GO TO TIMEST39

3.19   NOACPT   MULTIPLE   Reasons offer not accepted

HELP

Why didn't you accept a teaching position?
(CODE ALL THAT APPLY)

  1   RECEIVED OFFER AFTER ANOTHER JOB WAS ACCEPTED
  2   PAY WAS NOT ADEQUATE/RECEIVED BETTER OFFER
  3   JOB OFFER WAS TOO FAR AWAY FROM HOME
  4   JOB OFFER WAS IN A DANGEROUS OR DIFFICULT SCHOOL
  5   OFFER WAS NOT IN AREA FOR WHICH QUALIFIED
  6   ANOTHER JOB OFFERED MORE INTERESTING AND CHALLENGING WORK
  7   OTHER

3.20   **TIMEST39**   TIMESTAMP   Start of generic teaching job section

IF TEACHEV EQUAL TO 2,REF,DK, GO TO NONTCH

3.21   **TEACHING**   MULTIPLE   Taught since old interview date

HELP

Have you held any of the following types of teaching jobs
since ^OLDDATE^?
(READ EACH AND CODE ALL THAT APPLY)

  1   Elementary or secondary school teacher
  2   Substitute teacher
  3   Teacher's aide
  4   Itinerant teacher (assignment requires you teach at more than one school)
  5   "Support" teacher (one who works with other teachers to develop curricula or teaching materials but
       doesn't necessarily teach students)
  6   NONE

IF TEACHING EQUAL TO 6, GO TO TIMEST46
IF TEACHING EQUAL TO 2, GO TO SUBTERM, ELSE GO TO AIDPAY

3.22   **SUBTERM**   YESNO   Long-term substitute position held

Have you ever had a long-term substitute teaching position,
where you filled the role of a regular teacher on a long-term basis,
but were still considered a substitute?

  1   YES
  2   NO

3.23   **SUBTCH**   YESNO   Accepted sub job to get regular job

Did you accept a substitute teaching position as a means to gaining
entry into a regular teaching position?

  1   YES
  2   NO

3.24   **SUBYRS**   FIXED   Number of years substitute teacher

For how many years were you a substitute teacher?

  1   Less than 1 year
  2   1 year
  3   2 years
  4   3 years
  5   4 years
  6   5 years
  7   More than 5 years

IF TEACHING EQUAL TO 3, GO TO AIDPAY, ELSE GO TO TOTSCH

3.25   **AIDPAY**   FIXED   Paid/unpaid teacher's aide position

~IF ^TEACHING^(2)
  Now I'd like to ask you about your teacher's aide jobs.
~END
  Was most of your time as a teacher's aide spent in a paid
  or unpaid position?

  1   PAID
  2   UNPAID

3.26   **AIDTCH**   YESNO   Accepted aide job to get regular job

Did you accept a teacher's aide job in order to gain entry into
a regular teaching position?

  1   YES
  2   NO

3.27   AIDYRS   FIXED   Number of years teacher's aide

How many years were you employed as a teacher's aide?

1   Less than 1 year
2   1 year
3   2 years
4   3 years
5   4 years
6   5 years
7   More than 5 years

IF TEACHING EQUAL TO 5, GO TO TOTSCH, ELSE GO TO REGJOB

3.28   TOTSCH   MULTIPLE   Support teacher activities

I have a few questions about your "support" teacher jobs.
Which of the following activities were part of your position as
a "support" teacher? (READ EACH AND CODE ALL THAT APPLY)

1   developing or running a teacher professional development program
2   developing curricular activities or materials
3   providing teachers with technical assistance in schools
4   other activities

3.29   SUPTYP   FIXED   Place support teacher worked

Where did you work most of the time you held a support
teacher position?
(READ EACH AND CODE ONLY ONE)

1   in one school
2   in more than one school
3   not in a school, for example, in a district office
4   or somewhere else?

3.30   SUPPYRS   FIXED   How long support teacher

How many years were you employed as a support teacher?

1   Less than 1 year
2   1 year
3   2 years
4   3 years
5   4 years
6   5 years
7   More than 5 years

IF TEACHING EQUAL TO 2,3 AND (TEACHING NOT EQUAL TO 1 AND TEACHING NOT EQUAL TO 4 AND TEACHING NOT EQUAL TO 5), GO TO TIMEST46
IF TEACHING EQUAL TO 5 AND (TEACHING NOT EQUAL TO 1 AND TEACHING NOT EQUAL TO 4), GO TO TIMEST46

3.31 REGJOB   NUMBER   Number of schools taught at

HELP

~IF ^TEACHING^(1)
  How many elementary or secondary schools have you taught at
  since ^OLDDATE^?
~IF ^TEACHING^(5)
  Do_not_include support teaching, substitute, teacher's aide
  or student or college teaching.
~ELSE ^TEACHING^(2.3)
  Do_not_include substitute, teacher's aide, or student or
  college teaching.
~END
~END
~IF ^TEACHING^(4)+^TEACHING^(1)
  _Do_include each district where you've held an itinerant teaching
  assignment.
~END
~IF ^TEACHING^(4)+^TEACHING^(N1)
  How many different districts did you have an itinerant teaching
  assignment at since ^OLDDATE^?
~END

Valid Values: 0-10
Soft Check: 11-25

REPEAT TJBLOOPB THRU TJBLOOPE FOR EACH CATEGORY IN TJBLOOPB.

3.32 TJBLOOPB   LOOPBEG-FIXED

  1 first
  2 second
  3 third
  4 fourth
  5 fifth

IF , LOOP VALUE: 1/^REGJOB^

3.33   TCHSCHL   FIXED   ELSEC Coding Call

HELP

~IF ^TEACHING^(1)+^REGJOB^(1)
  What is the name of that school and where is it located?
~ELSE ^TEACHING^(1)+^REGJOB^(G1)
  What is the name of the ^TJBLOOPB^ school and where is it located?
~END
~IF ^TEACHING^(4)+^TEACHING^(1)+^TJBLOOPB^(1)
  For itinerant teaching assignments, give me the name of the school
  where you taught the largest number of students.
~ELSE ^TEACHING^(4)+^TEACHING^(1)+^TJBLOOPB^(G1)
  (For itinerant assignments, give me the name of the school where
  you taught the largest number of students.)
~END
~IF ^TEACHING^(4)+^TEACHING^(N1)+^REGJOB^(1)
  What is the name of the school in your itinerant teaching assignment
  where you taught the largest number of students?
~ELSE ^TEACHING^(4)+^TEACHING^(N1)+^REGJOB^(G1)
  What is the name of the school in your ^TJBLOOPB^ itinerant assignment
  where you taught the largest number of students?
~END

  1   PRESS ENTER TO CALL CODING PROGRAM

IF TCHSCHL EQUAL TO REF, THEN SET SCHLCD TO Ñ
IF TCHSCHL EQUAL TO DK, THEN SET SCHLCD TO O

3.34   SCHLCD   EXTERNAL   ELSEC code for school

Command Line: elsecb <,>

3.35   ELCITY   EXTERNAL   City of school for teaching job

Command Line: elsecb <,>
Entry Mask: 4

3.36   ELSTAT   EXTERNAL   State of school for teaching job

Command Line: elsecb <,>
Entry Mask: 3

3.37   ELTYPE   EXTERNAL   Type of school for teaching job

Command Line: elsecb <,>
Entry Mask: 2

IF TJBLOOPB EQUAL TO 2 AND TCHSCHL EQUAL TO REF,DK, THEN SET ELNAME TO second school
IF TJBLOOPB EQUAL TO 3 AND TCHSCHL EQUAL TO REF,DK, THEN SET ELNAME TO third school
IF TJBLOOPB EQUAL TO 4 AND TCHSCHL EQUAL TO REF,DK, THEN SET ELNAME TO fourth school
IF TJBLOOPB EQUAL TO 5 AND TCHSCHL EQUAL TO REF,DK, THEN SET ELNAME TO fifth school

3.38   ELNAME   EXTERNAL   School Taught Name

Command Line: elsecb <,>
Entry Mask: 5

IF (ELTYPE NOT EQUAL TO REF AND ELTYPE NOT EQUAL TO DK), GO TO JOBBGM

3.39   SCTYPE   FIXED   School Taught Type-Expanded

   What type of school is this?

   1   Public operated by local school district
   2   Public operated by state or federal agency (e.g., BIA, DOD)
   3   Private - Catholic
   4   Private - other religiously affiliated
   5   Private - not religiously affiliated

3.40   JOBBGM   NUMBER   Teaching job start month

                              HELP

   When did you begin this job? (ENTER MONTH AND YEAR)
~IF ^TEACHING^(4)
   (INTERVIEWER PROBE IF NECESSARY: If this job is part of an
   itinerant assignment, tell me the dates you started and stopped
   working as an itinerant teacher for the district, not the school.)
~END

Valid Values: 1-12

3.41   JOBBGY   NUMBER   Teaching job start year

Valid Values: 50-97

IF JOBBGY GREATER THAN YYINV OR (JOBBGY EQUAL TO YYINV AND JOBBGM GREATER THAN
MMINV), GO BACK TO JOBBGM : "DATE ENTERED MUST BE LESS THAN CURRENT DATE"

3.42   TJOBENDM   NUMBER   Teaching job end month

  And when did you stop? (CODE 97/97 IF STILL EMPLOYED AT THIS JOB)

Valid Values: 1-12
Valid Values: 97

3.43   TJOBENDY   NUMBER   Teaching job end year

Valid Values: 50-97

IF TJOBENDM EQUAL TO 97 AND TJOBENDY NOT EQUAL TO 97, GO BACK TO TJOBENDM : "END
DATE MUST BE 97/97 OR BEFORE CURRENT DATE"
IF TJOBENDY GREATER THAN YYINV OR TJOBENDY EQUAL TO YYINV AND (TJOBENDM GREATER
THAN MMINV AND TJOBENDM NOT EQUAL TO 97, GO BACK TO TJOBENDM : "DATE ENTERED MUST
BE LESS THAN CURRENT DATE)"
IF (TJOBENDY LESS THAN JOBBGY AND TJOBENDY GREATER THAN 0) OR TJOBENDY EQUAL TO
JOBBGY AND (TJOBENDM LESS THAN JOBBGM AND TJOBENDM GREATER THAN 0, GO BACK TO
TJOBENDM : "END DATE MUST BE AFTER START DATE)"
IF (TJOBENDY LESS THAN OLDINVYY AND TJOBENDY GREATER THAN 0) OR TJOBENDY EQUAL TO
OLDINVYY AND (TJOBENDM LESS THAN OLDINVMM AND TJOBENDM GREATER THAN 0, GO BACK
TO TJOBENDM : "END DATE MUST BE LATER THAN DATE OF LAST INTERVIEW)"

3.44   BEGYYMM   CALCULATION   CALCULATING YYMM FOR JOB START DATE

Calculation: ^JOBBGY^*100+JOBBGM

3.45   ENDYYMM   CALCULATION   CALCULATING YYMM FOR JOB END DATE

Calculation: ^TJOBENDY^*100+TJOBENDM

3.46   JOBLEN   CALCULATION   Duration of teaching job

Calculation: ^ENDYYMM^-BEGYYMM

3.47   FTPT   FIXED   Teaching job full or part-time

  ^TENSE^(14/15) you work full-time or part-time in this job?
~IF ^TEACHING^(4)
  (INTERVIEWER, PROBE IF NECESSARY: If this school is part of an
  itinerant assignment, tell me about your status as a whole and
  not at the individual school.)
~END

  1   FULL-TIME
  2   PART-TIME

IF FTPT EQUAL TO 1,REF,DK, GO TO SALARY

3.48   **FTPREFER**   YESNO   Prefer to teach full-time?

Would you ^TENSE^(16/17) to teach full-time?

1   YES
2   NO

3.49   **SALARY**   NUMBER   Base academic year salary

What ^TENSE^(12/13) your academic year base salary at this job, not
including extra pay for things like summer teaching, coaching, or
extra-curricular activities?
~IF ^TEACHING^(4)
  (INTERVIEWER, PROBE IF NECESSARY: If this school is part of an
  itinerant assignment, tell me your salary for the assignment as
  a whole, not the salary at the individual school.)
~END

Entry Mask: !~U$___,___~!
Valid Values: 1000-90000

IF NTJOBS EQUAL TO 1 OR TJBLOOPB NOT EQUAL TO 1, GO TO TJBLOOPE

3.50   **INDUCT**   YESNO   Participate in teacher induction

HELP

During your first year, did you participate in a formal
teacher induction program designed to help beginning teachers by
assigning them to master or mentor teachers?

1   YES
2   NO

3.51   **DISCIP**   FIXED   Assisting teachers: discipline at job

Do you agree or disagree that your school ^TENSE^(12/13)
effective in helping new teachers with:

Student discipline:

1   AGREE
2   DISAGREE

3.52   **INSTR**   FIXED   Assist teachers: instructional methods

Instructional methods:

1   AGREE
2   DISAGREE

3.53	**CURRIC**	FIXED	Assisting teachers: curriculum

Curriculum:

1 AGREE
2 DISAGREE

3.54	**ENVIRN**	FIXED	Assist teachers: adjust to environment

Adjusting to school environment:

1 AGREE
2 DISAGREE

3.55	**TJBLOOPE**	LOOPEND	
3.56	**TIMEST34**	TIMESTAMP	Begin time of AY job section
3.57	**UNUSED**	EXCLUDED	Former location of TPREAM2

IF HSMONTH EQUAL TO ASKED, GO TO TIMEST46

3.58	**TJ2LOOPB**	CALCULATION	Most recent spring term worked

Calculation:
1 the spring term of 92-93
2 the spring term of 93-94
3 the spring term of 94-95
4 the spring term of 95-96
5 the spring term of 96-97

3.59	**TPREAM2**	PREAMBLE	Former Q329

The next few questions ask about your teaching experiences
since ^OLDDATE^.

3.60	**PRIM**	FIXED	Primary teaching job

INTERVIEWER: IF ONLY ONE JOB IS LISTED BELOW, DO NOT ASK THIS QUESTION.
ARROW DOWN TO HIGHLIGHT JOB, THEN PRESS "ENTER" TO CONTINUE.

In ^TJ2LOOPB^, was your primary teaching job at:
(READ THE LIST OF JOBS AND ASK RESPONDENT TO PICK THE PRIMARY ONE.
PRIMARYEQUAL TOMOST NUMBER OF HOURS)

1 ^ELNAME^M^TJBLOOPB^(1)EQUAL TO
2 ^ELNAME^M^TJBLOOPB^(2)EQUAL TO
3 ^ELNAME^M^TJBLOOPB^(3)EQUAL TO
4 ^ELNAME^M^TJBLOOPB^(4)EQUAL TO
5 ^ELNAME^M^TJBLOOPB^(5)EQUAL TO

3.61 **TENSE2** TEXT-FILL TEXT FILL

1 are
2 were
3 Are
4 Were
5 is
6 was
7 teaching
8 teach
9 Is
10 Was
11 do
12 did
13 Do
14 Did
15 are teaching
16 taught

IF TEACHING NOT EQUAL TO 4, GO TO TCHGRD

3.62 **TYPTCH** YESNO Primary job itinerant/support

^TENSE2^(9/10) ^PRIM^ part of
the itinerant teaching assignment you told me about?

1 YES
2 NO

3.63 **TCHGRD** MULTIPLE Grades taught

~IF ^TYPTCH^(1)
What grades ^TENSE2^(1.12) you ^TENSE2^(7/8) in ^TJ2LOOPB^?
~ELSE
What grades ^TENSE2^(1.12) you ^TENSE2^(7/8) in ^TJ2LOOPB^
at ^PRIM^?
~END
(CODE ALL THAT APPLY)

0 KINDERGARTEN
1 FIRST GRADE
2 SECOND GRADE
3 THIRD GRADE
4 FOURTH GRADE
5 FIFTH GRADE
6 SIXTH GRADE
7 SEVENTH GRADE
8 EIGHTH GRADE
9 NINTH GRADE
10 TENTH GRADE
11 ELEVENTH GRADE
12 TWELFTH GRADE

3.64 **TYPECLS** YESNO Type of classes taught

HELP

In ^TJ2LOOPB^, ^TENSE2^(1.12) you ^TENSE2^(7/8) your classes with
another teacher?

  1   YES
  2   NO

3.65   **GROUP**   NUMBER   Groups of students taught

HELP

In ^TJ2LOOPB^, how many groups of students ^TENSE2^(1.12)
you ^TENSE2^(7/8) each day?

Valid Values: 0-40

3.66   **PULLOUT**   YESNO   Resource or pullout teacher

During ^TJ2LOOPB^, ^TENSE2^(1/2) you a resource teacher, that is,
^TENSE2^(1.12)
you ^TENSE2^(7/8) students who were pulled out of regular classes?

  1   YES
  2   NO

3.67   **SIZECLS**   NUMBER   # of students in a class

What ^TENSE2^(5/6) the total number of students you ^TENSE2^(15/16)
in ^TJ2LOOPB^?

Valid Values: 1-150
Soft Check: 151-400

3.68   **TFLD**   MULTIPLE   Fields taught

^C2

~IF ^TYPTCH^(1)
  What fields ^TENSE2^(1.12) you ^TENSE2^(7/8) in ^TJ2LOOPB^?
~ELSE
  What fields ^TENSE2^(1.12) you ^TENSE2^(7/8) in ^TJ2LOOPB^
  at ^PRIM^?
~END
~IF ^TCHGRD^(0+"0").^TCHGRD^(1/6)
  ^TENSE2^(3/4) you a general elementary teacher?
~END
  (CODE ALL THAT APPLY)

  1   General elementary
  2   Accounting
  3   Agriculture
  4   Business, marketing

5 Health occupations
6 Home economics
7 Industrial arts
8 Military science
9 Technical
10 Trade and industry
11 Other vocational education
12 Biology/life science
13 Chemistry
14 Geology/earth science/space science
15 Physics
16 Computer science
17 Physical science
18 Mathematics
19 General and all other science
2 20
20 French
21 German
22 Latin
23 Russian
24 Spanish
25 Other foreign languages
26 Basic skills and remedial education
27 Deaf and hard-of-hearing
28 Emotionally disturbed
3 30
31 Mentally retarded
32 Mildly handicapped
33 Orthopedically handicapped
34 Severely handicapped
35 Specific learning disabilities
36 Speech/language impaired
37 Visually handicapped
38 Special education, general
39 Other special education
40 English as a second language
41 English language arts
42 Journalism
43 Reading
44 American Indian/Native American studies
45 Philosophy
46 Religion
47 Social studies/social sciences
48 Art
49 Dance
50 Drama/theatre
51 Music
52 Physical education/health
53 All others

IF TEACHING EQUAL TO 340E(1, GO TO TRACK

REPEAT PERLOOPS THRU PERLOOPE FOR EACH CATEGORY IN PERLOOPS.

3.69   PERLOOPS   LOOPBEG-FIXED

1   General elementary
2   Accounting
3   Agriculture
4   Business, marketing
5   Health occupations
6   Home economics
7   Industrial arts
8   Military science
9   Technical
10 Trade and industry
11 Other vocational education
12 Biology/life science
13 Chemistry
14 Geology/earth science/space science
15 Physics
16 Computer science
17 Physical science
18 Mathematics
19 General and all other science
20 French
21 German
22 Latin
23 Russian
24 Spanish
25 Other foreign languages
26 Basic skills and remedial education
27 Deaf and hard-of-hearing
28 Emotionally disturbed
29 Mentally retarded
30 Mildly handicapped
31 Orthopedically handicapped
32 Severely handicapped
33 Specific learning disabilities
34 Speech/language impaired
35 Visually handicapped
36 Special education, general
37 Other special education
38 English as a second language
39 English language arts
40 Journalism
41 Reading
42 American Indian/Native American studies
43 Philosophy
44 Religion
45 Social studies/social sciences
46 Art
47 Dance
48 Drama/theatre
49 Music
50 Physical education/health
51 All others

3.70   PTCH   NUMBER   Number of periods taught field

How many periods or sections ^TENSE2^(1.12) you

^TENSE2^(7/8) ^PERLOOPS^?

Valid Values: 0-10

3.71   PERLOOPE   LOOPEND

3.72   TRACK   MULTIPLE   Class track

HELP

Would you describe any of your classes in
^TJ2LOOPB^ as:
(READ EACH AND CODE ALL THAT APPLY)

1   academic or college preparatory
2   advanced placement or college credit
3   honors
4   bilingual or ESL
5   gifted
6   remedial
7   NONE

IF TFLD EQUAL TO 2/53, SHOW VALUE: 1/3
IF , SHOW VALUE: 4/7

3.73   GRADST1   EXCLUDED   GRADES TAUGHT

3.74   TYPECLS1   EXCLUDED   Type of classes taught

3.75   SIZECLS1   EXCLUDED   # of students in a class

3.76   SAMEFLD   EXCLUDED

3.77   FLDTCH31   EXCLUDED   FIELDS TAUGHT

3.78   QCOPY   EXCLUDED   COPY Q332 TO Q318

3.79   PERLOOP1   EXCLUDED

3.80   PER_FLD1   EXCLUDED

3.81   FULLPAR1   EXCLUDED   placeholder for FTPT

3.82   FTPREFE1   EXCLUDED   placeholder for FTPREFER

3.83 **DUMMY12** EXCLUDED placeholder for salary question

3.84 **ASSIGNME** FIXED Teacher workload

HELP

In ^TJ2LOOPB^, ^TENSE2^(5.6) the workload given to you by your school
(the students or classes you ^TENSE2^(7.8)) more difficult than
those of other teachers at your school?

1 YES
2 NO
3 NOT SURE

3.85 **TSATIS01** FIXED Satisfaction with student learning

^TENSE2^(3/4) you very satisfied, somewhat satisfied, or dissatisfied with
each of the following aspects of teaching?

Student motivation to learn

1 Very satisfied
2 Somewhat satisfied
3 Dissatisfied

3.86 **TSATIS02** FIXED Satisfaction with school env

School learning environment

1 Very satisfied
2 Somewhat satisfied
3 Dissatisfied

3.87 **TSATIS03** FIXED Satisfaction with discipline

Student discipline and behavior

1 Very satisfied
2 Somewhat satisfied
3 Dissatisfied

3.88 **TSATIS04** FIXED Satisfaction with class size

(How satisfied ^TENSE2^(1/2) you with..)

Class size

1 Very satisfied
2 Somewhat satisfied
3 Dissatisfied

3.89 TSATIS05   FIXED   Satisfaction with parent support

Support from parents

  1   Very satisfied
  2   Somewhat satisfied
  3   Dissatisfied

3.90 TSATIS06   FIXED   Satisfaction with societal views

The esteem of society for the
teaching profession

  1   Very satisfied
  2   Somewhat satisfied
  3   Dissatisfied

3.91 TIMEST46   TIMESTAMP   End of AY job section

3.92 CARCHNG   FIXED   Would R choose teaching again?

If you could go back to your college days and start over again, would
you become a teacher or not?

  1   YES
  2   NO
  3   NOT SURE

3.93 NONTCH   MULTIPLE   Non-teaching jobs

HELP

Have you had any non-teaching school jobs in elementary or
secondary education? (CODE ALL THAT APPLY)

  1   PRINCIPAL
  2   ASSISTANT PRINCIPAL
  3   PROGRAM ADMINISTRATOR
  4   CURRICULUM COORDINATOR
  5   DEPARTMENT HEAD
  6   SCHOOL PSYCHOLOGIST, COUNSELOR, ADVISOR
  7   COACH
  8   LIBRARY MEDIA SPECIALIST OR LIBRARIAN
  9   SUPPORT STAFF (E.G., SECRETARY)
 10   OTHER
 11   NONE

IF CERTIFIE NOT EQUAL TO 1 AND TEACHEV NOT EQUAL TO 1 AND TCHCONEV NOT EQUAL TO 1
AND APPLICAT LESS THAN 1, GO TO TCH_END

3.94 JOBCHNG   YESNO   Plans to move into educ

Do you have any plans to move into (or continue) an education-related

but non-teaching job in the future, such as administration or
counseling?

  1 YES
  2 NO

3.95   **FALLTCH**   FIXED   will teach next fall?

~IF ^TEACHING^(5)+^TEACHING^(N1+N4)
  Do you plan to return to classroom teaching?
~ELSE
  Will you be teaching this fall?
~END

  1 YES
  2 NO
  3 HOPING TO BUT DON'T KNOW

IF FALLTCH EQUAL TO 1,3, GO TO TCH_END

3.96   **LEFTEACH**   FIXED   Reasons not teaching

What is the primary reason you decided not to pursue
teaching?

  1   MOVED OR MOVING DUE TO FAMILY/PERSONAL REASONS
  2   PREGNANCY/CHILD REARING
  3   HEALTH REASONS/DISABILITY
  4   TO PURSUE ANOTHER CAREER OUTSIDE OF EDUCATION
  5   DISSATISFACTION WITH SALARY AND BENEFITS
  6   TO TAKE COURSES TO IMPROVE CAREER OPPORTUNITIES IN EDUCATION
  7   TO TAKE COURSES TO IMPROVE CAREER OPPORTUNITIES OUTSIDE EDUCATION
  8   SCHOOL STAFFING ACTION (E.G., REDUCTION-IN-FORCE, LAYOFF)
  9   NOT INTERESTED IN TEACHING
  10 DISLIKED/DISSATISFIED WITH TEACHING AS A CAREER
  11 NOT WILLING TO PURSUE TRAINING NECESSARY TO TEACH
  12 TO MOVE INTO SCHOOL ADMINISTRATION
  13 OTHER

3.97   **TCH_END**   TIMESTAMP   Time elapsed at end of Teaching section

4.1 **CONST** CALCULATION CONSTANT FOR DAY NUMBER

Calculation: 1

IF CONST GREATER THAN 0, THEN SET CURDATE TO ^MMINV^/^CONST^/^YYINV^

4.2 **CURDATE** UNCODED TEXT FILL FOR CURRENT INT

4.3 **ABSCUR** AUTO ABSOLUTE TIME OF CURRENT INT

IF CONST GREATER THAN 0, THEN SET OLDDATE1 TO ^OLDINVMM^/^CONST^/^OLDINVYY^

4.4 **OLDDATE1** UNCODED TEXT FILL FOR OLD INT

4.5 **ABSOLD** AUTO ABSOLUTE TIME OF OLD INT

4.6 **BEG_JOBS** TIMESTAMP Time for start of main job section

IF FDEGRCV LESS THAN 4, GO TO EMPLOOP

4.7 **JBSEARCH** YESNO Job search filter

  We're interested in the job search strategies used by recent graduates
  to find employment.
  Did you attempt to obtain a job or change jobs, as a result of getting
  your graduate or professional degree?

  1 YES
  2 NO

IF JBSEARCH EQUAL TO 2,REF,DK,MISS, GO TO JOBEXPR

4.8   JBSRCH   MULTIPLE   Job search activities

What did you do to try to find a job?
(CODE ALL THAT APPLY)

  1   SENT OUT RESUMES/APPLICATIONS
  2   WENT TO CAMPUS JOB PLACEMENT OFFICE
  3   LOOKED THROUGH WANT ADS
  4   ASKED FRIENDS
  5   ASKED FAMILY
  6   ASKED PROFESSORS
  7   ATTENDED RECRUITING FAIRS
  8   DID VOLUNTEER/INTERNSHIP WORK IN THE FIELD
  9   LOOKED AT JOB BOARDS IN THE UNEMPLOYMENT OFFICE
  10   CONTACTED HEADHUNTERS, EMPLOYMENT AGENCIES OR PROFESSIONAL RECRUITERS
  11   PLACED A WANT AD
  12   SUBSCRIBED TO TRADE/PROFESSIONAL JOURNALS
  13   ATTENDED PROFESSIONAL MEETINGS
  14   NOTHING
  15   OTHER

IF JBSRCH EQUAL TO 1, GO TO JOBAPPLY, ELSE GO TO JOBSINTV

4.9   JOBAPPLY   NUMBER   Number of job applications sent

  How many job applications did you send?

Valid Values: 1-250
Soft Check: 251-500

4.10   JOBSINTV   NUMBER   Number of jobs interviewed for

                                      HELP

  How many jobs did you interview for? (As a result of trying to
  obtain a new job upon the completion of your graduate or professional
  degree?)

Valid Values: 0-75
Soft Check: 76-100

4.11   JOBSOFFR   NUMBER   Number of offers

  How many full-time job offers resulted from your job search efforts?

Valid Values: 0-40
Soft Check: 41-99

4.12   JBSRCHSM   NUMBER   Month began job search

  When did you begin this job search?

Valid Values: 1-12

4.13   **JBSRCHSY**   NUMBER   Year began job search

Valid Values: 91-97

IF JBSRCHSY GREATER THAN YYINV OR JBSRCHSY EQUAL TO YYINV AND JBSRCHSM GREATER
THAN MMINV, GO BACK TO JBSRCHSM : "START DATE SHOULD BE BEFORE CURRENT DATE"
IF (JBSRCHSY LESS THAN OLDINVYY AND JBSRCHSY GREATER THAN 0) OR JBSRCHSY EQUAL TO
OLDINVYY AND (JBSRCHSM LESS THAN OLDINVMM AND JBSRCHSM GREATER THAN 0, GO BACK
TO JBSRCHSM : "START DATE SHOULD BE AFTER LAST INTERVIEW DATE)"

4.14   **JBSRCHEM**   NUMBER   Month ended job search

  When did you end this job search or are you still looking?
  (CODE 97/97 IF R STILL LOOKING)

Valid Values: 1-12
Valid Values: 97

4.15   **JBSRCHEY**   NUMBER   year ended job search

Valid Values: 91-97

IF JBSRCHEM EQUAL TO 97 AND JBSRCHEY NOT EQUAL TO 97, GO BACK TO JBSRCHEM : "END
DATE MUST BE 97/97 OR BEFORE CURRENT DATE"
IF JBSRCHEY GREATER THAN YYINV OR JBSRCHEY EQUAL TO YYINV AND (JBSRCHEM GREATER
THAN MMINV AND JBSRCHEM NOT EQUAL TO 97, GO BACK TO JBSRCHEM : "END DATE SHOULD BE
BEFORE CURRENT DATE)"
IF (JBSRCHEY LESS THAN JBSRCHSY AND JBSRCHEY GREATER THAN 0) OR JBSRCHEY EQUAL TO
JBSRCHSY AND (JBSRCHEM LESS THAN JBSRCHSM AND JBSRCHEM GREATER THAN 0, GO BACK
TO JBSRCHEM : "END DATE SHOULD BE AFTER START DATE)"

4.16   **JOBEXPR**   YESNO   Any work experience related to degree?

                                    HELP

  Other than internships required for your degree, did you have any work
  experience related to your degree field before graduating?

  1   YES
  2   NO

4.17   EMPLOOP   YESNO   employment status

HELP

Now I want to talk about your job history.
~IF ^TJBLOOPB^(1)
  You've told me about your job at
  ^ELNAME^M304(1)EQUAL TO
~END
~IF ^TJBLOOPB^(2)
  You've told me about your jobs at
  ^ELNAME^M304(1)EQUAL TO
  and ^ELNAME^M304(2)EQUAL TO
~END
~IF ^TJBLOOPB^(3)
  You've told me about your jobs at
  ^ELNAME^M304(1)EQUAL TO
  ^ELNAME^M304(2)EQUAL TO
  and ^ELNAME^M304(3)EQUAL TO
~END
~IF ^TJBLOOPB^(4)
  You've told me about your jobs at
  ^ELNAME^M304(1)EQUAL TO
  ^ELNAME^M304(2)EQUAL TO
  ^ELNAME^M304(3)EQUAL TO
  and ^ELNAME^M304(4)EQUAL TO
~END
~IF ^REGJOB^(G0)
  Have you worked at any other jobs for pay since ^OLDDATE^?
~IF ^TEACHING^(5)
  Include the support teacher assignment you told me about earlier.
~END

~ELSE
  Have you worked at any jobs for pay since ^OLDDATE^?
~IF ^TEACHING^(5)
  Include the support teacher assignment you told me about earlier.
~END

~END

   1   YES
   2   NO

IF EMPLOOP EQUAL TO 2,REF,DK, GO TO TOTALJOB

4.18   **JOBNUM**   NUMBER   # of nono-teaching jobs since 93

HELP

~IF ^REGJOB^(G0)
   How many other jobs have you held since ^OLDDATE^?
~ELSE
   How many jobs have you held since ^OLDDATE^?
~END
~IF ^TEACHING^(5)
   (Including the support teacher assignment.)
~END

Valid Values: 1-12

IF REGJOB GREATER THAN 0 AND EMPLOOP EQUAL TO 2,REF,DK, THEN SET TOTALJOB TO
^TJBLOOPB^
IF EMPLOOP EQUAL TO 1 AND REGJOB EQUAL TO 0, THEN SET TOTALJOB TO ^JOBNUM^

4.19   **TOTALJOB**   CALCULATION   TOTAL JOBS FOR LOOP

Calculation: 0

4.20   **ADDLSTRT**   CALCULATION   ITERATION TO START NON-TEACHING
JOBS

Calculation: ^TJBLOOPB^+1

IF TOTALJOB EQUAL TO 0, GO TO EXPBGJBM

REPEAT JOBLOOPS THRU JOBLOOPE FOR EACH CATEGORY IN JOBLOOPS.

4.21   **JOBLOOPS**   LOOPBEG-FIXED   Collect jobs

  1
  2
  3
  4
  5
  6
  7
  8
  9
  10
  11
  12

IF REGJOB EQUAL TO 0, LOOP VALUE: 1/^TOTALJOB^
IF REGJOB GREATER THAN 0, LOOP VALUE: 1/^TJBLOOPB^
IF REGJOB GREATER THAN 0 AND EMPLOOP EQUAL TO 1 AND TOTALJOB LESS THAN OR EQUAL TO 12, LOOP VALUE: ^ADDLSTRT^/^TOTALJOB^
IF REGJOB GREATER THAN 0 AND EMPLOOP EQUAL TO 1 AND TOTALJOB GREATER THAN 12, LOOP VALUE: ^ADDLSTRT^/10

4.22   JBNAME   UNCODED

IF TOTALJOB EQUAL TO 1, THEN SET JBORDER TO 1

4.23   JBORDER   UNCODED

4.24   JOBLOOPE   LOOPEND

IF EMPLOOP EQUAL TO 2,REF,DK, GO TO JBORDER1

4.25   JBNAME1   UNCODED   JOB NAME DISPLAYED

~IF ^REGJOB^(G0)
~IF ^JOBNUM^(1)
  What is the name of that other employer?
~ELSE
  What are the names of those other employers?
~END

~ELSE
~IF ^JOBNUM^(1)
  What is the name of that employer?
~ELSE
  What are the names of these employers?
~END

~END
  (INTERVIEWER: PROBE: Have you worked for anyone else?)
  ENTER THE NAME OF EACH JOB ON ONE LINE; IF R REFUSED TO GIVE THE NAME,
  ENTER "EMPLOYER 1", "EMPLOYER 2", ETC.;
  PRESS ENTER AFTER EACH JOB TO GO TO NEXT LINE.

~IF ^REGJOB^(G0)
^JOBLOOPS^M390(GEQ389)EQUAL TO" "^E391"NAME   "
~ELSE
^JOBLOOPS^M390(N0)EQUAL TO" "^E391"NAME   "
~END

IF TOTALJOB EQUAL TO 1, GO TO JOBLOOP1

4.26   **JBORDER1**   UNCODED   IWER SORTS ALL SCHOOLS

Which of these jobs did you start first, starting from ^OLDDATE^?
(Which did you start second? ...third?...etc.)
INTERVIEWER: TEACHING JOBS AND OTHER JOBS APPEAR BELOW, SORTED SEPARATELY.
READ THE LIST OF JOBS BACK TO RESPONDENT AND ASK THEM TO PUT ALL JOBS
IN CHRONOLOGICAL ORDER. ENTER A "1" NEXT TO THE NAME OF THE FIRST JOB,
A "2" NEXT TO THE NAME OF THE SECOND JOB, ETC.

^JBNAME^M390(N0)EQUAL TO"NAME   "^E392"ORDER"

REPEAT JOBLOOP1 THRU JOBLOO1A FOR EACH CATEGORY IN JOBLOOP1.

4.27   **JOBLOOP1**   LOOPBEG-FIXED

0
1
2
3
4
5
6
7
8
9
10
11
12

4.28   **RVSDORD**   CALCULATION   REVERSED ORDER OF JOB START DATES

Calculation: 0-JBORDER

4.29   **JOBLOO1A**   LOOPEND

REPEAT ORDLOOPS THRU ORDLOOPE FOR EACH CATEGORY IN ORDLOOPS.

4.30   **ORDLOOPS**   LOOPBEG-FIXED   All jobs in order-original iteration num

0

IF ORDNUMA EQUAL TO 0, THEN SET ORDNUMA TO 1

4.31   **ORDNUMA**   UNCODED   Order of all jobs-current iteration num

4.32   **ORDNAME**   UNCODED

4.33   **JOBSTM**   NUMBER   Month job started

HELP

When did your job with ^JBNAME^M390(Q399)EQUAL TO start?

Valid Values: 1-12

4.34   **JOBSTY**   NUMBER   Year job started

Valid Values: 60-97

IF JOBSTY GREATER THAN YYINV OR JOBSTY EQUAL TO YYINV AND JOBSTM GREATER THAN MMINV, GO BACK TO JOBSTM : "START DATE SHOULD BE BEFORE CURRENT DATE"

4.35   **JOBENM**   NUMBER   Month job ended

When did it end? (CODE 97/97 IF STILL EMPLOYED AT THIS JOB)

Valid Values: 1-12
Valid Values: 97

4.36   **JOBENY**   NUMBER   Year job ended
Valid Values: 60-97

IF JOBENM EQUAL TO 97 AND JOBENY NOT EQUAL TO 97, GO BACK TO JOBENM : "END DATE MUST BE 97/97 OR BEFORE CURRENT DATE"
IF JOBENY GREATER THAN YYINV OR JOBENY EQUAL TO YYINV AND (JOBENM GREATER THAN MMINV AND JOBENM NOT EQUAL TO 97, GO BACK TO JOBENM : "END DATE SHOULD BE 97/97 OR BEFORE CURRENT DATE)"
IF (JOBENY LESS THAN JOBSTY AND JOBENY GREATER THAN 0) OR JOBENY EQUAL TO JOBSTY AND (JOBENM LESS THAN JOBSTM AND JOBENM GREATER THAN 0, GO BACK TO JOBENM : "END DATE SHOULD BE AFTER START DATE)"

IF ORDNUMA GREATER THAN 0, THEN SET BEGDATE2 TO ^JOBSTM^/^CONST^/^JOBSTY^

4.37   **BEGDATE2**   UNCODED   TEXT FILL FOR JOB START DATE

4.38 ABSBEG AUTO ABSOLUTE TIME OF JOB START DATE

IF JOBENM EQUAL TO REF,DK OR JOBENY EQUAL TO REF,DK, THEN SET ENDDATE1 TO
^JOBSTM^/^CONST^/^JOBSTY^
IF JOBENM EQUAL TO 97, THEN SET ENDDATE1 TO ^MMINV^/^CONST^/^YYINV^
IF JOBENM NOT EQUAL TO 97, THEN SET ENDDATE1 TO ^JOBENM^/^CONST^/^JOBENY^

4.39 ENDDATE1 UNCODED TEXT FILL FOR JOB END DATE

4.40 ABSEND AUTO ABSOLUTE TIME OF JOB END DATE

IF JOBENM EQUAL TO , GO TO JOBFPT

4.41 TENSE3 TEXT-FILL

1 are
2 were
3 do
4 did

IF JOBENM EQUAL TO 97, GET TEXT-FILL VALUE: 1,3
IF JOBENM NOT EQUAL TO 97, GET TEXT-FILL VALUE: 2,4

4.42 JOBFPT FIXED Full or part-time at job

HELP

While working at ^JBNAME^M390(Q399)EQUAL TO,
^TENSE3^(1/2) you primarily employed full or part-time?

1 FULL TIME
2 PART TIME

IF JOBFPT EQUAL TO 1,REF,DK, GO TO WORKLK

4.43   **FTPRF**   YESNO   Prefer full-time at job

~IF ^JOBENM^(97)
  Would you prefer to be employed full-time at
  ^JBNAME^M390(Q399)EQUAL TO?
~ELSE
  Would you have preferred to be employed full-time at
  ^JBNAME^M390(Q399)EQUAL TO?
~END

  1   YES
  2   NO

4.44   **WORKLK**   YESNO   Looking for work while unemplyed?

                                                                 HELP

~IF ^ORDNUMA^(1)
  Were you available and looking for work between ^D(ML,373) ^D(YL,373)
  and ^D(ML,406) ^D(YL,406)?
~ELSE
  Were you available and looking for work between ^D(ML,421) ^D(YL,421)
  and ^D(ML,406) ^D(YL,406)?
~END

  1   YES
  2   NO

IF WORKLK EQUAL TO 2,REF,DK, GO TO UNEMRS

4.45   **UNEMPL**   YESNO   Unemployment benefits

                                                                 HELP

  During this time, were you receiving unemployment benefits?

  1   YES
  2   NO

IF WORKLK EQUAL TO 1, GO TO AJOBNUM

4.46   **UNEMRS**   FIXED   Main reason for not working

                                                        HELP

  What was your main reason for not looking for work
  during this period? (IF NECESSARY, PROBE FOR MAIN REASON)

   1   WAITING FOR NEW JOB TO START
   2   GOING TO SCHOOL
   3   DIDN'T WANT TO WORK
   4   FAMILY RESPONSIBILITIES
   5   PHYSICALLY UNABLE TO WORK
   6   LAID OFF
   7   RETIRED
   8   TRAVEL
   9   OTHER

IF (JOBENY LESS THAN 97 OR JOBENY EQUAL TO 97 AND JOBENM LESS THAN 4) OR (JOBSTY GREATER THAN 97 OR JOBSTY EQUAL TO 97 AND JOBSTM GREATER THAN 4), THEN SET TMST54 TO ^AJOBNUM^

4.47   **TMST54**   TIMESTAMP   Begin time of April job section

4.48   **AJOBNUM**   CALCULATION   # OF APRIL JOBS

Calculation: ^AJOBNUM^+1

IF (JOBSTY LESS THAN 97 OR JOBSTY EQUAL TO 97 AND JOBSTM LESS THAN OR EQUAL TO 4) AND (JOBENY EQUAL TO 97 AND JOBENM GREATER THAN OR EQUAL TO 4), THEN SET AJOBYES TO 1

4.49   **AJOBYES**   CALCULATION   FLAG TO INDICATE IF APRIL JOB

 Calculation: 0

IF JOBENM NOT EQUAL TO 97, THEN SET RJOBNUM TO ^RJOBNUM^

4.50   **RJOBNUM**   CALCULATION   # OF RECENT JOBS

Calculation: ^RJOBNUM^+1

IF JOBENM EQUAL TO 97, THEN SET RJOBYES TO 1

4.51   **RJOBYES**   CALCULATION   FLAG TO INDICATE IF RENCENT JOB

Calculation: 0

IF ORDNUMA EQUAL TO 1, THEN SET LSTDATE TO ^ENDDATE1^
IF ORDNUMA GREATER THAN 1 AND ABSEND GREATER THAN ABSLST, THEN SET LSTDATE TO ^ENDDATE1^
IF ORDNUMA GREATER THAN 1 AND ABSEND LESS THAN OR EQUAL TO ABSLST, THEN SET LSTDATE TO ^LSTDATE^

4.52   LSTDATE   UNCODED   TEXT FILL FOR THE LATEST END DATE

IF ORDNUMA EQUAL TO 1, THEN SET ABSLST TO ^ABSEND^
IF ORDNUMA GREATER THAN 1 AND ABSEND GREATER THAN ABSLST, THEN SET ABSLST TO ^ABSEND^
IF ORDNUMA GREATER THAN 1 AND ABSEND LESS THAN OR EQUAL TO ABSLST, THEN SET ABSLST TO ^ABSLST^

4.53   ABSLST   UNCODED   ABSOLUTE TIME OF THE LATEST END DATE

4.54   ORDLOOPE   LOOPEND   Job Loop End

IF ABSLST EQUAL TO ABSCUR, GO TO EXPBGJBM

4.55   WORKLK1   YESNO

                              HELP

  Have you been available and looking for work between
  ^D(ML,421) ^D(YL,421) and now?

  1   YES
  2   NO

IF WORKLK1 EQUAL TO 2,REF,DK, GO TO UNEMRS1

4.56   UNEMPL1   YESNO

                                    HELP

  During this time, are you receiving unemployment benefits?

  1   YES
  2   NO

IF WORKLK1 EQUAL TO 1, GO TO EXPBGJBM

4.57   **UNEMRS1**   FIXED   main reason for not working

HELP

What is your main reason for not looking for work
during this period? (IF NECESSARY, PROBE FOR MAIN REASON)

  1   WAITING FOR NEW JOB TO START
  2   GOING TO SCHOOL
  3   DIDN'T WANT TO WORK
  4   FAMILY RESPONSIBILITIES
  5   PHYSICALLY UNABLE TO WORK
  6   LAID OFF
  7   RETIRED
  8   TRAVEL
  9   OTHER

4.58   **EXPBGJBM**   NUMBER   Month R expects to begin a full-time job

HELP

When do you expect to begin working at a _full-time_ job? (IF
NECESSARY: What is your best guess?)
INTERVIEWER: CODE 88/8888 IF RESPONDENT SAYS "NEVER")

Valid Values: 1-12
Valid Values: 88

4.59   **EXPBGJBY**   NUMBER   year expecting to work full time

 Valid Values: 1997-8888

IF EXPBGJBY EQUAL TO 1997 AND (EXPBGJBM LESS THAN MMINV AND EXPBGJBM GREATER THAN
0, GO BACK TO EXPBGJBM : "DATE SHOULD BE AFTER CURRENT DATE)"

IF TOTALJOB EQUAL TO 0, GO TO OTHTRAIN

4.60   **AJOBEMP**   FIXED   Pick-up April employer names

HELP

INTERVIEWER: IF ONLY ONE JOB IS LISTED BELOW, DO NOT ASK THIS QUESTION.
ARROW DOWN TO HIGHLIGHT JOB, THEN PRESS "ENTER" TO CONTINUE.

~IF ^0^^^A(G1)+^AJOBNUM^(G1)EQUAL TO400AM418(1)EQUAL TO
   During April 1997, which of the following was your main employer?
   (MAIN EQUAL TO employer that you worked the most number of hours.)
~END
~IF ^0^^^A(G1)+^AJOBNUM^(0)+^RJOBNUM^(G1)EQUAL TO400AM420(1)EQUAL TO
   Currently, which of the following is the name of your main employer?
   (MAIN EQUAL TO employer that you worked the most number of hours.)
~END
~IF ^0^^^A(G1)+^AJOBNUM^(0)+^RJOBNUM^(0)EQUAL TO400AM409(Q422)EQUAL TO
   Which of the following was your most recent main employer?
   (MAIN EQUAL TO employer that you worked the most number of hours.)
~END

   1   ^ORDNAME^M^ORDNUMA^(1)EQUAL TO
   2   ^ORDNAME^M^ORDNUMA^(2)EQUAL TO
   3   ^ORDNAME^M^ORDNUMA^(3)EQUAL TO
   4   ^ORDNAME^M^ORDNUMA^(4)EQUAL TO
   5   ^ORDNAME^M^ORDNUMA^(5)EQUAL TO
   6   ^ORDNAME^M^ORDNUMA^(6)EQUAL TO
   7   ^ORDNAME^M^ORDNUMA^(7)EQUAL TO
   8   ^ORDNAME^M^ORDNUMA^(8)EQUAL TO
   9   ^ORDNAME^M^ORDNUMA^(9)EQUAL TO
   10 ^ORDNAME^M^ORDNUMA^(10)EQUAL TO
   11 ^ORDNAME^M^ORDNUMA^(11)EQUAL TO
   12 ^ORDNAME^M^ORDNUMA^(12)EQUAL TO
   91 INSERT NEW JOB

IF AJOBEMP EQUAL TO 91,REF,DK, THEN SET AJTEACH TO

4.61   **AJTEACH**   UNCODED   APRIL JOB IS TEACHING JOB

4.62   **AJOBEMP1**   UNCODED   Employer name - April

4.63   **AJOBSTMM**   NUMBER   Starting date of April job-month

Valid Values: 1-12

4.64   **AJOBSTYY**   NUMBER   Starting date of April job-year

Valid Values: 60-97

4.65   AJOBENDM   NUMBER   End date of job April job-month

Valid Values: 1-12
Valid Values: 97

4.66   AJOBENDY   NUMBER   End date of job April job-year

 Valid Values: 90-97

4.67   ACONFIRM   YESNO   main employer confirmation

              CONFIRMATION SCREEN   _HELP_

~IF ^AJOBNUM^(G0)
  During April 1997, your main employer was ^AJOBEMP1^.
~END
~IF ^AJOBNUM^(0)+^RJOBNUM^(G0)
  Your current main employer is ^AJOBEMP1^.
~END
~IF ^AJOBNUM^(0)+^RJOBNUM^(0)
  Your most recent main employer was ^AJOBEMP1^.
~END
  That job began on ^AJOBSTMM^/^AJOBSTYY^
~IF ^AJOBENDM^(N97)
  and continued until ^AJOBENDM^/^AJOBENDY^.
~END

  Is that correct?

   1   YES
   2   NO

IF ACONFIRM EQUAL TO 1, GO TO TENSE4

4.68   AJOBEMP2   UNCODED   CORRECTION SCREEN

                                                       HELP

~IF ^AJOBNUM^(G0)
  During April of this year, where were you employed? What was the name
  of your main employer?
~END
~IF ^AJOBNUM^(0)+^RJOBNUM^(G0)
  Currently, where are you employed? What is the name of your main
  employer?
~END
~IF ^AJOBNUM^(0)+^RJOBNUM^(0)
  What was the name of your most recent main employer?
~END
  DO NOT USE ABBREVIATIONS

  ^E431

  When did you start working there?

'^E432M432V(G0)'2(/'^E433'2(

When did you stop or are you still there?
 (INTERVIEWER: IF STILL EMPLOYED AT APRIL JOB, CODE 97/97.)

 '^E434M434V(G0)'2(/'^E435'2(

IF AJOBEMP1 EQUAL TO "R"AJOBEMP1 EQUAL TO 431S(L2 AND (AJOBEMP1 NOT EQUAL TO REF AND AJOBEMP1 NOT EQUAL TO DK AND AJOBEMP1 NOT EQUAL TO MISS, GO BACK TO AJOBEMP2 : "ENTER EMPLOYER NAME)"
IF AJOBENDM EQUAL TO 97 AND AJOBENDY NOT EQUAL TO 97 AND (AJOBENDY NOT EQUAL TO REF AND AJOBENDY NOT EQUAL TO DK AND AJOBENDY NOT EQUAL TO MISS, GO BACK TO AJOBEMP2 : "IF STILL EMPLOYED ENTER 97/97)"
IF AJOBENDY EQUAL TO YYINV AND AJOBENDM GREATER THAN MMINV AND AJOBENDM NOT EQUAL TO 97, GO BACK TO AJOBEMP2 : "STOP DATE CANNOT BE AFTER CURRENT DATE"
IF AJOBSTYY EQUAL TO YYINV AND AJOBSTMM GREATER THAN MMINV, GO BACK TO AJOBEMP2 : "START DATE CANNOT BE AFTER CURRENT DATE"
IF AJOBSTYY GREATER THAN AJOBENDY AND (AJOBENDY NOT EQUAL TO REF AND AJOBENDY NOT EQUAL TO DK AND AJOBENDY NOT EQUAL TO MISS) OR AJOBSTYY EQUAL TO AJOBENDY AND (AJOBSTYY NOT EQUAL TO REF AND AJOBSTYY NOT EQUAL TO DK AND AJOBSTYY NOT EQUAL TO MISS) AND AJOBSTMM GREATER THAN AJOBENDM AND (AJOBSTMM EQUAL TO AJOBSTMM(NREF AND AJOBSTMM NOT EQUAL TO D

4.69   TENSE4   TEXT-FILL   TEXT SUBST FOR CURRENT/PAST TENSE-APRIL

   1   is
   2   was
   3   do
   4   did
   5   Is
   6   Was
   7   Does
   8   Did
   9   have you received
  10   did you receive
  11   has
  12   had
  13   are
  14   were
  15   Are
  16   Were
  17   make
  18   made

IF AJOBENDM EQUAL TO 97 OR AJOBENDM EQUAL TO MMINV AND AJOBENDY EQUAL TO YYINV, GET TEXT-FILL VALUE: 1,3,5,7,9,11,13,15,17
IF AJOBENDM NOT EQUAL TO 97 AND (AJOBENDM NOT EQUAL TO MMINV OR AJOBENDY NOT EQUAL TO YYINV), GET TEXT-FILL VALUE: 2,4,6,8,10,12,14,16,18

IF AJTEACH EQUAL TO 1, GO TO AJOBOCC

4.70   AJOBOCD   FIXED   Occupation Coding Call

HELP

What ^TENSE4^(1/2) your occupation? (IF NECESSARY: Can you describe
your job? What type of work ^TENSE4^(3/4) you do at
^AJOBEMP1^?
(INTERVIEWER: CODE OCCUPATION)

  1   PRESS ENTER TO CALL CODING PROGRAM

IF AJTEACH EQUAL TO 1, THEN SET AJOBOCC TO 24
IF AJOBOCD EQUAL TO REF, THEN SET AJOBOCC TO Ñ
IF AJOBOCD EQUAL TO DK, THEN SET AJOBOCC TO O

4.71   AJOBOCC   EXTERNAL   April job occupation code

Command Line: OCCN <,>

4.72   AOCCVERB   EXTERNAL   April job occupation verbatim

Command Line: OCCN <,>
Entry Mask: 2

IF AJTEACH EQUAL TO 1, GO TO AJOBIND

4.73   AJOBCOD   FIXED   Industry Occupation Coding Call

HELP

And what type of business or industry ^TENSE4^(1/2) that? (For example, a
grocery store, restaurant, retail shoe store, automobile factory, state
or government agency)
(INTERVIEWER: CODE INDUSTRY)

  1   PRESS ENTER TO CALL CODING PROGRAM

IF AJTEACH EQUAL TO 1, THEN SET AJOBIND TO 20
IF AJOBCOD EQUAL TO REF, THEN SET AJOBIND TO Ñ
IF AJOBCOD EQUAL TO DK, THEN SET AJOBIND TO O

4.74   AJOBIND   EXTERNAL   April job industry code

Command Line: INDN <,>

IF AJTEACH EQUAL TO 1, THEN SET AINDVERB TO EDUCATION

4.75   AINDVERB   EXTERNAL   April job industry

Command Line: INDN <,>
Entry Mask: 2

4.76   AJBDUTY   UNCODED   Duties of April job

What ^TENSE4^(13/14) your most important activities or duties at
^AJOBEMP1^?
(INTERVIEWER: ENTER RESPONSE BELOW. PRESS ENTER KEY ONLY WHEN VERBATIM
ENTRY IS COMPLETE)

Entry Mask: M!A_____

IF AJTEACH EQUAL TO 1, GO TO SLFEMPL

4.77   AJOBSECT   FIXED   Employer type - April job

Is ^AJOBEMP1^ ...

    1   Private for-profit
    2   Private non-profit
    3   Federal government
    4   State government
    5   Local government

IF AJOBSECT NOT EQUAL TO 1, GO TO AJBOBT14

4.78   SLFEMPL   YESNO   Self-employed

^TENSE4^(15/16) you owner or co-owner of this business?

    1   YES
    2   NO

IF SLFEMPL EQUAL TO 1, GO TO AJOBSTV

4.79   **AJBOBT14**   MULTIPLE   Way of finding out about job

HELP

How did you find out about this job? (CODE ALL THAT APPLY)

1   REFERRED BY FAMILY, FRIENDS, PROFESSORS
2   STARTED OWN BUSINESS OR BROUGHT INTO FAMILY BUSINESS
3   WANT AD
4   CAMPUS JOB PLACEMENT OFFICE
5   EXPLORED POSSIBLE JOB OPPORTUNITIES THROUGH INTERVIEW
6   WAS RECRUITED BY HEADHUNTER /EMPLOYMENT AGENCY/RECRUITER
7   ADVANCEMENT IN ORGANIZATION/EMPLOYER WHERE PREVIOUSLYEMPLOYED
8   VOLUNTEER/INTERNSHIP WORK IN FIELD
9   CONTACTED IN RESPONSE TO BLIND RESUME
10   RECRUITING FAIR
11   PROFESSIONAL OR TRADE JOURNAL
12   JOB ANNOUNCEMENT IN UNEMPLOYMENT OFFICE
13   PROFESSIONAL MEETING
14   OTHER

IF AJTEACH EQUAL TO 1 AND OFFERS EQUAL TO REF, THEN SET AJOBOFFR TO Ñ
IF AJTEACH EQUAL TO 1 AND OFFERS EQUAL TO DK, THEN SET AJOBOFFR TO O
IF AJTEACH EQUAL TO 1 AND OFFERS GREATER THAN OR EQUAL TO 0, THEN SET AJOBOFFR TO
^OFFERS^

4.80   **AJOBOFFR**   NUMBER   Other similar job offered - April job

Did you receive any other job offers for similar positions in this
field?
(IF NO, ENTER "0"; IF YES, ASK:)
How many?

Valid Values: 0-50
Soft Check: 51-100

4.81   **AJOBSTV**   YESNO   In school while at April job?

While you were employed at ^AJOBEMP1^,
were you also enrolled in school?

1   YES
2   NO

IF AJOBSTV EQUAL TO 2,REF,DK,MISS, GO TO AJOBHRS

4.82   AJOBCAMP   YESNO   April job located on campus

                                                        HELP

  ^TENSE4^(5/6) this job located on the campus of the school you were
  attending?

  1   YES
  2   NO

4.83   AJOBSTY   FIXED   Type of job if student

  ^TENSE4^(5/6) this job...

  1   a teaching assistantship
  2   a research assistantship
  3   an internship
  4   co-op placement
  5   was it none of these?

4.84   AJOBHRS   NUMBER   Average no

                                                        HELP

  How many hours a week ^TENSE4^(3/4) you work at
  ^AJOBEMP1^?
  (IF NEEDED: What do you think is the average number of hours you
  work each week?)

Valid Values: 1-100

4.85   AJOBSAL   NUMBER   April job salary

                                                        HELP

  How much were you earning at ^AJOBEMP1^
~IF ^AJOBNUM^(0)+^RJOBNUM^(0)
  in the last month you were employed? Include any commissions,
  tips, or bonuses.
~ELSE
  in April of this year? Include any commissions, tips or bonuses.
~END
  (INTERVIEWER: ENTER DOLLAR AMOUNT IN THIS FIELD AND THEN CHOOSE A RATE)

Entry Mask: !.U$_____.__~!
Valid Values: 1-9999999.99

IF AJOBSAL EQUAL TO REF,DK,MISS, GO TO AJOBRELT

4.86   AJOBSPER   FIXED   April job salary rate

    per

    1   hour (Hourly rate)
    2   day (Daily rate)
    3   week (Weekly)
    4   month (Monthly)
    5   year (Annual salary)

4.87   AJOBCHCK   YESNO   Salary check

~IF ^AJOBSPER^(1)
   You said you ^TENSE4^(17/18) $^AJOBSAL^ per hour. Is that right?
~END
~IF ^AJOBSPER^(2)
   You said you ^TENSE4^(17/18) $^AJOBSAL^ per day. Is that right?
~END
~IF ^AJOBSPER^(3)
   You said you ^TENSE4^(17/18) $^AJOBSAL^ per week. Is that right?
~END
~IF ^AJOBSPER^(4)
   You said you ^TENSE4^(17/18) $^AJOBSAL^ per month. Is that right?
~END
~IF ^AJOBSPER^(5)
   You said you ^TENSE4^(17/18) $^AJOBSAL^ per year. Is that right?
~END

    1   YES
    2   NO

IF AJOBCHCK EQUAL TO 2, GO BACK TO AJOBSAL : "CORRECT SALARY INFORMATION"

4.88   AJOBRELT   FIXED   Relationship between Apr

                                                            HELP

~IF ^FDEGRCV^(4/8)
   How closely related ^TENSE4^(1/2) this job to your graduate field of study?
~ELSE
   How closely related ^TENSE4^(1/2) this job to your undergraduate field of
study?
~END

    1   closely
    2   somewhat
    3   not at all

4.89   AJOBDEGR   YESNO   April job required college degree?

~IF ^FDEGRCV^(4/8)
  Was a graduate or professional degree required to get this job?
~ELSE
  Was a college degree required to get this job?
~END

  1   YES
  2   NO

4.90   AJOBPREV   YESNO   April job built on other job skills

  ^TENSE4^(7/8) your position at ^AJOBEMP1^
  build on specific skills or knowledge acquired in
  previous jobs?

  1   YES
  2   NO

4.91   AJOBPROM   YESNO   Promotion received at April job

  While employed at ^AJOBEMP1^,
  ^TENSE4^(9/10) a promotion?

  1   YES
  2   NO

4.92   AJBSTSAL   NUMBER   Starting salary at April job

                                                       HELP

  How much were you earning when you_first_began working for
  ^AJOBEMP1^?

Entry Mask: !.U$_____.__~!
Valid Values: 1-9999999.99

4.93   AJBSTPER   FIXED   Starting salary rate at April job
     per

  1   hour (Hourly rate)
  2   day (Daily rate)
  3   week (Weekly)
  4   month (Monthly)
  5   year (Annual salary)

4.94   AJOBWHY   MULTIPLE   I   mportant factors in selecting this job

Why did you accept this position with
^AJOBEMP1^?
(CODE ALL THAT APPLY)

   1   ONLY JOB I COULD FIND
   2   NEEDED A JOB/MONEY
   3   PREVIOUS WORK EXPERIENCE IN THE AREA
   4   RELATED TO FIELD OF STUDY
   5   GOOD INCOME TO START
   6   GOOD INCOME POTENTIAL OVER CAREER
   7   JOB SECURITY
   8   BETTER OPPORTUNITY FOR ADVANCEMENT
   9   PRESTIGE AND STATUS
   10   INTERESTING WORK
   11   INTELLECTUALLY CHALLENGING WORK
   12   FREEDOM TO MAKE OWN DECISIONS AT WORK
   13   INTERACTION WITH PEOPLE
   14   OPPORTUNITY TO HELP PEOPLE/BE USEFUL TO SOCIETY
   15   CONVENIENCE
   16   ABLE TO WORK INDEPENDENTLY OF OTHERS
   17   ALLOWS FOR A GREAT DEAL OF TRAVEL
   18   ALLOWS FOR ROOTS TO BE ESTABLISHED/DON'T HAVE TO MOVEAROUND
   19   ALLOWS TIME FOR NON WORK-RELATED ACTIVITIES
   20   OTHER

4.95   AJOBPOTN   FIXED   Degree of career potential at April job

Would you say your job at ^AJOBEMP1^
^TENSE4^(11/12).^..

   1   Definite career potential
   2   Possible career potential or
   3   Not much career potential

4.96   AJBBEN01   YESNO   Health insurance prov

^TENSE4^(7/8) your job at ^AJOBEMP1^
provide:
Health or dental insurance

   1   YES
   2   NO

4.97   AJBBEN02   YESNO   Retirement benefits prov

Retirement benefits

   1   YES
   2   NO

4.98   AJBBEN03   YESNO   Paid vacation provided at April job

Paid vacation or holidays

1   YES
2   NO

4.99   AJBBEN04   YESNO   Paid sick leave prov

Paid sick leave

1   YES
2   NO

4.100   AJBBEN05   Y   ESNO   Tuition reimburse prov

Tuition reimbursement benefits

1   YES
2   NO

4.101   AJBBEN06   YESNO   Family-related benefits prov

Family related benefits such as maternity

1   YES
2   NO

4.102   AJBBEN07   YESNO   Other benefits provided at April job

leave, child care, or elder care

Any other benefits I haven't mentioned
(IF YES, SPECIFY IN COMMENTS)

1   YES
2   NO

4.103   AJOBS01   FIXED   Satisfaction with pay at job

^TENSE4^(15/16) you very satisfied, somewhat satisfied,
or dissatisfied with the following aspects of your
employment at ^AJOBEMP1^:

the pay

1   Very satisfied
2   Somewhat satisfied
3   Dissatisfied

4.104   AJOBS02   FIXED   Satisfaction with fringe benefits

the fringe benefits

1   Very satisfied
2   Somewhat satisfied
3   Dissatisfied

4.105   AJOBS03   FIXED   Satisfaction with job challenge

the importance and challenge of your job

1   Very satisfied
2   Somewhat satisfied
3   Dissatisfied

4.106   AJOBS04   FIXED   Satisfaction with working conditions

(Tell me your degree of satisfaction with...)

the working conditions

1   Very satisfied
2   Somewhat satisfied
3   Dissatisfied

4.107   AJOBS05   FIXED   Satisfaction with promotion opps

your opportunity for promotion

1   Very satisfied
2   Somewhat satisfied
3   Dissatisfied

4.108   AJOBS06   FIXED   Satisfaction with job security

your job security

1   Very Satisfied
2   Somewhat satisfied
3   Dissatisfied

4.109   AJOBS07   FIXED   Satisfaction with supervisor

(Tell me your degree of satisfaction with...)

your supervisor

1   Very satisfied
2   Somewhat satisfied
3   Dissatisfied

4.110   AJOBS08   FIXED   Satisfaction with co-workers

your relationships with co-workers

1   Very satisfied
2   Somewhat satisfied
3   Dissatisfied

4.111   AJOBS09   FIXED   Satisfaction w/educational benefits

your opportunity for further education

1   Very satisfied
2   Somewhat satisfied
3   Dissatisfied

4.112   EMP_END   TIMESTAMP   Time elapsed at end of job section

5.1   EMPTRAIN   NUMBER   Apr

Now we'd like to find out about any training ^AJOBEMP1^
might have sponsored or provided.
In the last twelve months, did ^AJOBEMP1^
provide any training other than informal on-the-job training or
tuition reimbursed courses taken through a regular college?
(IF NO, ENTER "0"; IF YES, ASK:)
How many courses, formal training seminars, or other
employer-provided training activities did you participate in at
^AJOBEMP1^?

Valid Values: 0-25
Soft Check: 26-50

IF EMPTRAIN LESS THAN 1, GO TO OTHTRAIN

5.2   TRNCON   MULTIPLE   Content of program training

                                                          HELP

Did any of this training cover....
(CODE ALL THAT APPLY)

 1   executive or management development
 2   supervision
 3   professional development/technical skills
 4   software, hardware or equipment training
 5   job health and safety
 6   quality control or statistical process control
 7   sales or marketing
 8   diversity/cultural sensitivity
 9   or some other topic?

5.3   EMPTGH   MULTIPLE   Who provided training?

Who conducted this training? Was any of the training...
(CODE ALL THAT APPLY)

 1   conducted by another employee of your company
 2   conducted by an outside consultant or company
 3   conducted by your union
 4   offered by a college or other educational institution
 5   or was it provided in some other way?

5.4   REQKEEP   YESNO   Training required to keep job?

Was any of this training required by your employer in order for you to
keep your job?

 1   YES
 2   NO

5.5   REQADVAN   YESNO   Was program/training required to advance

In the last year, how many hours did you spend in training altogether?

Was any of this training necessary to get a promotion on your job?

1   YES
2   NO

5.6   LENGTHH   NUMBER   Total hours spent in training last year

HELP

In the last year, how many hours did you spend in training altogether?

Valid Values: 1-800

IF (LENGTHH EQUAL TO ASKED AND LENGTHH NOT EQUAL TO REF AND LENGTHH NOT EQUAL TO DK AND LENGTHH NOT EQUAL TO MISS), GO TO OTHTRAIN

5.7   LENGTHWK   FIXED   Range of hours spent in training

Would you say the total number of hours you spent in training last year
was...

1   1-10 hours
2   11-20 hours
3   21-40 hours
4   41-80 hours
5   81-120 hours
6   121-360 hours
7   361-500 hours
8   more than 500 hours

5.8   OTHTRAIN   NUMBER   Num

HELP

During the past 12 months, did you _personally_ pay to attend any
training courses, other than those provided by your employer, that
are related to work you are currently doing or would like to do?
(IF NO, ENTER "0"; IF YES, ASK:)
How many?
(DO NOT INCLUDE COURSES FOR CREDIT TAKEN AT A COLLEGE/UNIVERSITY)

Valid Values: 0-25
Soft Check: 26-50

IF OTHTRAIN LESS THAN 1, GO TO EMPEXPEC

5.9   **OTHCON**   MULTIPLE   Type of training

                                                HELP

~IF ^OTHTRAIN^(1)
  Did this course cover...
~ELSE
  Did any of these courses cover...
~END
  (CODE ALL THAT APPLY)

  1   executive or management development
  2   supervision
  3   professional development/technical skills
  4   software, hardware, or equipment training
  5   job health and safety
  6   quality control or statistical process control
  7   sales or marketing
  8   diversity/cultural sensitivity
  9   or some other topic?

5.10   **OTHREQ**   YESNO   Courses required for employment?

~IF ^OTHTRAIN^(1)
  Was this course required by your employer to get or keep
  your job?
~ELSE
  Were any of these courses required by your employer to get or keep
  your job?
~END

  1   YES
  2   NO

5.11   **OTHTRREQ**   YESNO   Courses required for advancement?

~IF ^OTHTRAIN^(1)
  Was this course necessary to get a promotion on your job?
~ELSE
  Were any of these courses necessary to get a promotion on your job?
~END

  1   YES
  2   NO

5.12   OTHTRH   NUMBER   Total hours spent in courses last year

                                                            HELP

~IF ^OTHTRAIN^(1)
   In the last year, how many hours did you spend in taking this
   course?
~ELSE
   In the last year, how many hours did you spend in taking these
   courses?
~END

Valid Values: 1-800

IF (OTHTRH EQUAL TO ASKED AND OTHTRH NOT EQUAL TO REF AND OTHTRH NOT EQUAL TO DK
AND OTHTRH NOT EQUAL TO MISS), GO TO EMPEXPEC

5.13   OTHTRWK   FIXED   Range of hours spent in courses

~IF ^OTHTRAIN^(1)
   Would you say the total number of hours you spent in this course last
   year was...
~ELSE
   Would you say the total number of hours you spent in these courses last
   year was...
~END

   1   1-10 hours
   2   11-20 hours
   3   21-40 hours
   4   41-80 hours
   5   81-120 hours
   6   121-360 hours
   7   361-500 hours
   8   more than 500 hours

5.14   EMPEXPEC   YESNO   Employment expectations in 3 years

                                                            HELP

   Three years from now, do you expect to be working full time?

   1   YES
   2   NO

IF EMPEXPEC EQUAL TO 2,REF,DK,MISS, GO TO OEXPLONG

5.15 OCCEXP2   FIXED   Occupation Coding Call 3

HELP

What do you expect your occupation will be three years from now?
(INTERVIEWER: PROBE ABBREVIATIONS AND CODE OCCUPATION)

  1   PRESS ENTER TO CALL CODING PROGRAM

> IF OCCEXP2 EQUAL TO REF, THEN SET OCCIN3YR TO Ñ
> IF OCCEXP2 EQUAL TO DK, THEN SET OCCIN3YR TO O

5.16 OCCIN3YR   EXTERNAL   Code-occupation expected in 3 years

Command Line: OCCN <,>

5.17 OCCUVERB   EXTERNAL   Text-occupation expected in 3 years

Command Line: OCCN <,>
Entry Mask: 2

5.18 OEXPLONG   FIXED   Long term occupation

HELP

What do you expect your occupation to be in the _longer_ term?

  1   THE SAME
  2   SOMETHING ELSE (PLEASE CODE OCCUPATION ON THE NEXT SCREEN)
  3   (PLEASE CODE OCCUPATION ON THE NEXT SCREEN)

> IF EMPEXPEC EQUAL TO 1, SHOW VALUE: 1/2
> IF EMPEXPEC EQUAL TO 2,REF,DK, SHOW VALUE: 3

> IF OEXPLONG EQUAL TO REF, THEN SET FUTUROCC TO Ñ
> IF OEXPLONG EQUAL TO DK, THEN SET FUTUROCC TO O
> IF OEXPLONG EQUAL TO 1, THEN SET FUTUROCC TO ^OCCIN3YR^

5.19 FUTUROCC   EXTERNAL   Code-long term occupation

Command Line: OCCN <,>

> IF OEXPLONG EQUAL TO 1, THEN SET OCCVERB TO ^OCCUVERB^

5.20   **OCCVERB**   EXTERNAL   Text- long term occupation

Command Line: OCCN <,>
Entry Mask: 2

5.21   **TRAN_END**   TIMESTAMP   Elapsed time at end of training section

5.22   **BACSECT**   PREAMBLE   Preamble screen for pre-bacc

   I'd like to ask some questions about your past education experiences.

IF YBCOLL GREATER THAN 0, GO TO OTHDGNUM

5.23   **BEGCOLMM**   NUMBER   Month first enrolled in college

   After high school, when did you first enroll in a course offered by a
   college or other postsecondary institution?

Valid Values: 1-12

5.24   **BEGCOLYY**   NUMBER   Year first enrolled in college

 Valid Values: 50-92

IF (BEGCOLYY GREATER THAN YBARECVD AND YBARECVD GREATER THAN 0) OR (BEGCOLYY
EQUAL TO YBARECVD AND BEGCOLMM GREATER THAN MBARECVD AND MBARECVD GREATER
THAN 0), GO BACK TO BEGCOLMM : "YOUR FIRST ENROLL DATE SHOULD BE LESS THAN DATE
RECEIVED BA"
IF (BEGCOLYY LESS THAN HSYEAR AND BEGCOLYY GREATER THAN 0) OR BEGCOLYY EQUAL TO
HSYEAR AND (BEGCOLMM LESS THAN HSMONTH AND BEGCOLMM GREATER THAN 0, GO BACK TO
BEGCOLMM : "YOUR FIRST ENROLL DATE SHOULD BE AFTER HIGH SCHOOL GRADUATION)"

IF OTHDEGFL EQUAL TO 1, GO TO OS1LOOPS

5.25   **OTHDGNUM**   NUMBER   Number of other degrees earned before BA

   Before receiving your bachelor's degree at ^SAMPSCHL^,
   did you earn any degrees, licenses or certificates other than your
   high school diploma?
   (IF NO, ENTER "0"; IF YES, ASK:)
   How many?

Valid Values: 0-10

IF OTHDGNUM LESS THAN 1, GO TO NUMOTHSC

REPEAT ODGLOOPS THRU ODGLOOPE FOR EACH CATEGORY IN ODGLOOPS.

5.26   **ODGLOOPS**   LOOPBEG-FIXED   Other Degree Loop Begin

  1   most recent
  2   next
  3   next
  4   next

IF , LOOP VALUE: 1/^OTHDGNUM^

5.27   **OTHDGR**   FIXED   Type of other degree

~IF ^OTHDGNUM^(G4)+^ODGLOOPS^(1)
  Now I am going to ask you about the 4 most recent degrees and
  licenses you earned before receiving your bachelor's degree at
  ^SAMPSCHL^.
~END
~IF ^OTHDGNUM^(1)
  What kind of degree, license or certificate was that?
~ELSE
  What kind of degree, license or certificate was the ^ODGLOOPS^ one?
  (Start with the most recent).^
~END

  1   ASSOCIATE'S DEGREE
  2   BACHELOR'S DEGREE
  3   POST-BACCALAUREATE CERTIFICATE
  4   MASTER'S DEGREE (MA, MS)
  5   MASTER'S IN BUSINESS ADMINISTRATION (M.B.A.)
  6   POST-MASTER'S CERTIFICATE (Ed. Specialist)
  7   FIRST PROFESSIONAL DEGREE (M.D., J.D., D.D.S., O.D.)
  8   DOCTORAL DEGREE (PH.D., ED.D. D.P.H., ETC.)
  9   OTHER CERTIFICATE/LICENSE

5.28   **YROTDG**   NUMBER   Year earned other degree

  What year did you get that ^OTHDGR^?

Valid Values: 60-93

IF YROTDG GREATER THAN YBARECVD, GO BACK TO YROTDG : "YEAR SHOULD BE EARLIER THAN
YEAR RECEIVED BA"
IF (YROTDG LESS THAN HSYEAR AND YROTDG GREATER THAN 0, GO BACK TO YROTDG : "YEAR
SHOULD BE AFTER HIGH SCHOOL GRADUATION)"

5.29   **ODGLOOPE**   LOOPEND   Other Degree Loop End

IF OTHSCHFL EQUAL TO 1, GO TO ADVICE

5.30   **NUMOTHSC**   NUMBER   Number of other undergrad schools

Did you attend any other undergraduate schools prior to earning your
bachelor's degree at ^SAMPSCHL^?
(IF NO, ENTER "0"; IF YES, ASK:)
How many?

Valid Values: 0-10

IF NUMOTHSC LESS THAN 1, GO TO ADVICE

REPEAT OS1LOOPS THRU OS1LOOPE FOR EACH CATEGORY IN OS1LOOPS.

5.31   **OS1LOOPS**   LOOPBEG-FIXED   Other school loop 1 begin

1   first
2   second
3   third
4   fourth
5   fifth
6   sixth
7   seventh
8   eighth

IF , LOOP VALUE: 1/^NUMOTHSC^

5.32   **IPEDCAL1**   FIXED   Call IPEDS Coding -Other Schools Attende

~IF ^NUMOTHSC^(1)
  In what state is that school located? In what city is it located?
  And what is the name of that school?
~ELSE
  In what state is the ^OS1LOOPS^ school located? In what city is this
  school located? And what is the name of the school?
~END
  (INTERVIEWER: GO TO THE NEXT SCREEN AND CONFIRM NAME
  WITH RESPONDENT)

  1   PRESS ENTER TO CALL CODING PROGRAM

IF IPEDCAL1 EQUAL TO REF, THEN SET SIPED TO Ñ
IF IPEDCAL1 EQUAL TO DK, THEN SET SIPED TO O

5.33   **SIPED**   EXTERNAL   IPEDS code for oth undergrad schl

Command Line: IPEDSB <,>

5.34   **STYPE**   EXTERNAL   Type of other school

Command Line: IPEDSB <,>
Entry Mask: 2

5.35   SISTU   EXTERNAL   In-state tuition for oth schl

Command Line: IPEDSB <,>
Entry Mask: 3

5.36   SOSTU   EXTERNAL   Out-of-state tuition for oth schl

Command Line: IPEDSB <,>
Entry Mask: 4

5.37   SSTATE   EXTERNAL   State of other undergrad school

Command Line: IPEDSB <,>
Entry Mask: 5

5.38   SCITY   EXTERNAL   City of oth undergrad school

Command Line: IPEDSB <,>
Entry Mask: 6

5.39   SNAME   EXTERNAL   Name of oth undergrad schl

Command Line: IPEDSB <,>
Entry Mask: 7

IF SIPED EQUAL TO SAMPIPED, GO BACK TO IPEDCAL1 : "OTHER INSTITUTION CANNOT BE SAME AS SAMPLE SCHOOL"

5.40   SCBMO   NUMBER   Month began attending other school

                                                       HELP

   When did you first begin attending ^SNAME^?
   (ENTER MONTH AND YEAR)

Valid Values: 1-12

5.41   SCBYR   NUMBER   Year began attending other school

Valid Values: 30-93

IF (SCBYR GREATER THAN YBARECVD AND YBARECVD GREATER THAN 0) OR (SCBYR EQUAL TO

YBARECVD AND SCBMO GREATER THAN MBARECVD AND MBARECVD GREATER THAN 0), GO BACK TO SCBMO : "START DATE SHOULD BE EARLIER THAN DATE RECEIVED B,A,"
IF (SCBYR LESS THAN HSYEAR AND SCBYR GREATER THAN 0) OR SCBYR EQUAL TO HSYEAR AND (SCBMO LESS THAN HSMONTH AND SCBMO GREATER THAN 0, GO BACK TO SCBMO : "START DATE SHOULD BE AFTER HIGH SCHOOL GRADUATION)"

5.42   SCEMO   NUMBER   Month stopped attending other school

When did you last attend ^SNAME^?
(CODE 97/97 IF STILL ATTENDING)

Valid Values: 1-12
Valid Values: 97

5.43   SCEYR   NUMBER   Year stopped attending other school

Valid Values: 30-97

IF SCEMO EQUAL TO 97 AND SCEYR NOT EQUAL TO 97, GO BACK TO SCEMO : "END DATE MUST BE 97/97 OR BEFORE CURRENT DATE"
IF SCEYR GREATER THAN YYINV OR SCEYR EQUAL TO YYINV AND (SCEMO GREATER THAN MMINV AND SCEMO NOT EQUAL TO 97, GO BACK TO SCEMO : "END DATE SHOULD BE EARLIER THAN CURRENT DATE OR ENTER 97/97)"
IF (SCEYR LESS THAN SCBYR AND SCEYR GREATER THAN 0) OR SCEYR EQUAL TO SCBYR AND (SCEMO LESS THAN SCBMO AND SCEMO GREATER THAN 0, GO BACK TO SCEMO : "END DATE SHOULD BE LATER THAN STARTDATE)"

5.44   SPROG   FIXED   School attended-degree program

What type of degree program were you enrolled in at
^SNAME^?

   1   ASSOCIATE'S DEGREE
   2   BACHELOR'S DEGREE
   3   POST-BACCALAUREATE CERTIFICATE
   4   MASTER'S DEGREE (M.A., M.S)
   5   MASTER'S IN BUSINESS ADMINISTRATION (M.B.A.)
   6   POST-MASTER'S CERTIFICATE (Ed. Specialist)
   7   FIRST PROFESSIONAL DEGREE (M.D., J.D., D.D.S., O.D.)
   8   DOCTORAL DEGREE (Ph.D., Ed.D., D.P.H.)
   9   OTHER CERTIFICATE/LICENSE
   10 NON-DEGREE PROGRAM
   11 DUAL DEGREE (J.D./M.B.A., M.D./Ph.D.)

5.45   OS1LOOPE   LOOPEND   Other School 1 Loop End

5.46   ADVICE   UNCODED   Advice to those starting college

What advice would you give to someone who is starting college this
fall? (ENTER VERBATIM BELOW. PRESS "ENTER" ONLY WHEN YOU'VE

FINISHED ENTRY AND WANT TO GO TO NEXT SCREEN.)

Entry Mask: M!A_____

5.47   UNED_END   TIMESTAMP   Begin time of volunteer/politic section

5.48   VOLWORK   YESNO   Resp

HELP

Now I'd like to ask you about any civic activities you might have taken
part in. Did you do any community service or volunteer work during
the last year?

  1   YES
  2   NO

IF VOLWORK EQUAL TO 2,REF,DK,MISS, GO TO VOTPRES

5.49   VOLFREQ   FIXED   Frequency of volunteer work

HELP

How frequently did you volunteer last year?

  1   DAILY
  2   WEEKLY
  3   MONTHLY
  4   LESS OFTEN (YEARLY)

IF VOLFREQ EQUAL TO REF,DK, GO TO VOTPRES

5.50   AVEHOURS   NUMBER   Average hours of volunteer work

  On average, about how many hours
~IF ^VOLFREQ^(1)
  each day did you volunteer?
~END
~IF ^VOLFREQ^(2)
  each week did you volunteer?
~END
~IF ^VOLFREQ^(3)
  each month did you volunteer?
~END
~IF ^VOLFREQ^(4)
  did you volunteer last year?
~END

5.51   VOTPRES   YESNO   Voted in 1996 pres election

Did you vote in the 1996 presidential election?

1 YES
2 NO

5.52 POLVOTE YESNO Voting in state/local elections

Have you voted in any local, state or national election in
the last 2 years?

1 YES
2 NO

5.53 POLMEET YESNO Attended political meetings

HELP

In the last 2 years, did you go to any political
meetings, rallies, dinners, or things like that?

1 YES
2 NO

5.54 POLSHOW YESNO Talk about political candidates

Did you talk to any people and try to show them
why they should vote for one of the parties or
candidates?

1 YES
2 NO

5.55 POLMONEY YESNO Gave money to campaign

Did you give any money or other financial support
to help the campaign for any political party or
candidate?

1 YES
2 NO

5.56 POLACTN YESNO Other political activity

Have you given any time or money to community
action groups or other political action groups?

1 YES
2 NO

5.57 POLETTER YESNO Wrote letter to public official

Have you written to any public offical to

express your opinion?

  1 YES
  2 NO

5.58   **VOL_END**   TIMESTAMP   Time elapsed at end of vol section

IF RDOBMM NOT EQUAL TO MISS AND RDOBDD NOT EQUAL TO MISS AND RDOBYY NOT EQUAL TO MISS, GO TO SEX

6.1   RDOB   UNCODED   Respondent DOB

  Now I would like to get some background information.   What is your
  birthdate?

        ^E23/^E24/^E25

IF RSEX NOT EQUAL TO MISS, GO TO CITIZNN

6.2   SEX   UNCODED   Respondent gender

  INTERVIEWER: ASK IF NOT OBVIOUS: Are you . . .

        ^E26

IF RSEX EQUAL TO MISS, GO BACK TO SEX : "PRESS "BACKSPACE" TO ERASE "MISSING", THEN
SELECT AN ITEM"

IF RCITIZ EQUAL TO 1, GO TO RETHNICQ

6.3   CITIZNN   YESNO   US citizenship

                                                    HELP

  Are you a United States citizen?

  1   YES
  2   NO

IF CITIZNN EQUAL TO 2,REF,DK, GO TO RETHNICQ

6.4   CITIZNMM   NUMBER   Month became US citizen

  When did you become a United States citizen? (IF R CITIZEN SINCE
  BIRTH CODE 97/97)

Valid Values: 1-12
Valid Values: 97

6.5   CITIZNYY   NUMBER   Year became US citizen

Valid Values: 60-97

IF CITIZNMM EQUAL TO 97 AND CITIZNYY NOT EQUAL TO 97, GO BACK TO CITIZNMM : "DATE SHOULD BE 97/97 OR BEFORE CURRENT DATE"
IF CITIZNYY GREATER THAN YYINV OR CITIZNYY EQUAL TO YYINV AND (CITIZNMM GREATER THAN 50 AND CITIZNMM NOT EQUAL TO 97, GO BACK TO CITIZNMM : "DATE SHOULD BE BEFORE CURRENT DATE OR 97/97)"

IF RHISPETH NOT EQUAL TO MISS, GO TO RRACEQ

6.6   **RETHNICQ**   YESNO   Hispanic origin question

                                                  HELP

Are you of Hispanic origin?

   1   YES
   2   NO

IF RETHNICQ EQUAL TO 2,REF,DK, GO TO RRACEQ

6.7   **HISPETHQ**   FIXED   Hispanic ethnicity question

Are you . . .

   1   Of Mexican, Mexican-American, or Chicano descent
   2   Cuban descent
   3   Puerto Rican descent, or
   4   of some other Hispanic descent?

IF RRACE NOT EQUAL TO MISS, GO TO ASIAETHQ

6.8   **RRACEQ**   FIXED   Race question

                                                  HELP

Are you . . .

   1   White
   2   Black
   3   American Indian/Alaskan Native
   4   Asian or Pacific Islander
   5   Other (SPECIFY IN COMMENT BOX)

IF RRACEQ NOT EQUAL TO 4 OR RASIAN NOT EQUAL TO MISS, GO TO DISABLE

6.9   ASIAETHQ   FIXED   Asian ethnicity question

Are you . .

1   Chinese
2   Filipino
3   Hawaiian
4   Japanese
5   Korean
6   Vietnamese
7   Asian Indian
8   Samoan
9   Guamanian, or
10 other Asian or Pacific Islander

6.10   DISABLE YESNO   Disabilities interfering with work

Do you have any disabilities or limitations which interfere with
your ability to work?

1   YES
2   NO

IF DISABLE EQUAL TO 2,REF,DK,MISS, GO TO LANGS

6.11   HEARDIS   YESNO   Hearing disability

Do you have a hearing impairment?

1   YES
2   NO

6.12   SPCHDIS   YESNO   Speech disability

(Do you have) a speech disability or limitation?

1   YES
2   NO

6.13   ORTHDIS   YESNO   Orthopedic disability

(Do you have) an orthopedic or mobility limitation?

1   YES
2   NO

6.14   VISIOND   YESNO   Vision impairment

  (Do you have) a vision impairment that cannot be
  corrected with glasses, or are you legally blind?

  1   YES
  2   NO

6.15   LEARNDS   YESNO   Learning disability

  (Do you have) any specific learning disabilities?

  1   YES
  2   NO

6.16   OTHDISB   YESNO   Other disabilities

  (Do you have) any other limitations, disabilities,
  or handicaps?
  (ENTER OTHER DISABILITIES IN COMMENT BOX)

  1   YES
  2   NO

IF HEARDIS EQUAL TO 2 AND SPCHDIS EQUAL TO 2 AND ORTHDIS EQUAL TO 2 AND VISIOND EQUAL
TO 2 AND LEARNDS EQUAL TO 2 AND OTHDISB EQUAL TO 2, GO BACK TO HEARDIS : "CAN'T
ANSWER NO TO ALL DISABILITIES IF ANSWERED YES TO THIS QUESTION"

6.17   LANGS   MULTIPLE   Other langs spoken

                                         HELP

  Do you have conversational knowledge of any languages other than
  English? PROBE IF NECESSARY: What are those languages? CODE
  ALL THAT APPLY AND INSERT EXIT SCREEN WHEN FINISHED

  1   NONE
  2   SPANISH
  3   FRENCH
  4   GERMAN
  5   ITALIAN
  6   RUSSIAN
  7   EAST AND SOUTHEAST ASIAN (KOREAN, TIBETAN, MONGOLIAN,TAGALOG, THAI, LAO,
      VIETNAMESE, CAMBODIAN, INDONESIAN
  8   CHINESE (MANDARIN, CANTONESE, TAIWANESE, ETC)
  9   PORTUGUESE
  10 SCANDINAVIAN LANGUAGES (DANISH, ICELANDIC, NORWEGIAN,SWEDISH)
  11 SLAVIC LANGUAGES (BYELORUSSIAN, BULGARIAN, CZECH, POLISH, SERBIAN,
      CROATION, SLAVONIC AND UKRAINIAN)
  12 GREEK
  13 JAPANESE

14 EAST EUROPEAN LANGUAGES (FINNISH, HUNGARIAN, ESTONIAN, LATVIAN, LITHUANIAN)
15 ARABIC
16 OTHER MIDDLE-EASTERN (FARSI/IRANIAN, TURKISH, BERBER,ARMENIAN)
17 SOUTH ASIAN (HINDI, URDU, BEGALI, PUNJABI, DRAVIDIAN,SANSKRIT, BACTRIAN)
18 OTHER GERMANIC (YIDDISH, DUTCH, OLD GERMAN, FRISIAN, GOTHIC, SAXON)
19 OTHER ROMANCE LANGUAGES (ROMANIAN, RHAETO-ROMANSCH)
20 HEBREW
21 CLASSICAL AND ANCIENT NEAR EASTERN (ANCIENT EGYPTIAN,COPTIC, AVESTAN/OLD
     PERSIAN, AKKADIAN, ARAMAIC, UGARL
22 OTHER LANGUAGES (NATIVE AMERICAN LANGUAGES, PACIFIC, URAL-ALTAIC, BASQUE,
     CELTIC, NON-SEMITIC AFRICAN)
23 OTHER

IF (FEDLEVL EQUAL TO 0 AND FEDLEVL NOT EQUAL TO REF AND FEDLEVL NOT EQUAL TO DK), GO
TO FATHERED, ELSE GO TO MOTHERED

6.18   FATHERED   UNCODED   FATHER'S EDUCATIONAL LEVEL

                                         HELP

What was the highest grade or level of education that your father
(stepfather/male guardian) completed?

  ^E31

IF ((FEDLEVL EQUAL TO MISS, AND FEDLEVL EQUAL TO "0"), GO BACK TO FATHERED : "PLEASE
ENTER RESPONSE)"

IF (MEDLEVL EQUAL TO 0 AND MEDLEVL NOT EQUAL TO REF AND MEDLEVL NOT EQUAL TO DK), GO
TO MOTHERED, ELSE GO TO FATHBIRT

6.19   MOTHERED   UNCODED   MOTHER'S EDUCATIONAL LEVEL

                                         HELP

What was the highest grade or level of education that your mother
(stepmother/female guardian) completed?

  ^E32

IF ((MEDLEVL EQUAL TO MISS, AND MEDLEVL EQUAL TO "0"), GO BACK TO MOTHERED : "PLEASE
ENTER RESPONSE)"

IF FATHBTH NOT EQUAL TO MISS, GO TO MOTHBIRT

6.20   FATHBIRT   YESNO   Father born in US?

Was your father born in the United States?

  1   YES
  2   NO

IF FATHBIRT EQUAL TO 1, GO TO MOTHBIRT

6.21   FATHEMIG   UNCODED   Year father emigrated

HELP

When did your father (stepfather/ male guardian) begin living in the
United States? (ENTER 9999, IF NEVER)

        ^E34

IF MOTHBTH NOT EQUAL TO MISS, GO TO TIMEST93

6.22   MOTHBIRT   YESNO   Mother born in US?

Was your mother born in the United States?

  1   YES
  2   NO

IF MOTHBIRT EQUAL TO 1, GO TO TIMEST93

6.23   MOTHEMIG   UNCODED   Year mother emigrated

HELP

When did your mother (stepmother/ female guardian) begin living in the
United States?   (ENTER 9999, IF NEVER)

        ^E36

6.24   TIMEST93   TIMESTAMP   start of marriage section

IF RMARITST EQUAL TO MISS, GO TO MARSTATQ

6.25   **MARSTATP**   FIXED   MARITAL STATUS PRELOAD VERIFY

When you were last interviewed on ^OLDDATE^ you were
^RMARITST^. Is that correct?

  1   YES, THAT IS CORRECT
  2   NO, THAT IS NOT CORRECT

IF MARSTATP EQUAL TO 1, GO TO MARCHANG

6.26   **MARSTATQ**   UNCODED   Marital status question

                                                         HELP

In ^OLDDATE^ were you . . .
(PROBE IF R SAYS SINGLE)

          ^E47

IF RMARITST EQUAL TO MISS, GO BACK TO MARSTATQ : "PRESS "BACKSPACE" KEY TO ERASE
"MISSING", THEN SELECT AN ITEM"

6.27   **MARCHANG**   YESNO   Change in marital status

  Has there been any change in your marital status since ^OLDDATE^?
~IF ^RMARITST^(6)
  For example, have you gotten married or begun living with someone in a
  marriage-like relationship?
~END

  1   YES
  2   NO

IF MARCHANG EQUAL TO 2,REF,DK, GO TO LASTMAR

6.28   **MARICH01**   FIXED   First change in marital status

                                                         HELP

What was the first change and when did it occur?
(ENTER TYPE AND DATE OF CHANGE)
1st

  0   NCH
  1   MAR
  2   SEP
  3   DIV
  4   WID
  5   LVT
  6   NBM

IF MARICH01 EQUAL TO RMARITST, GO BACK TO MARICH01 : "YOU CAN'T HAVE THE SAME STATUS AS BEFORE"
IF RMARITST EQUAL TO 6 AND MARICH01 EQUAL TO 2/4, GO BACK TO MARICH01 : "YOU CAN'T BE DIVORCED, SEPARATED OR WIDOWED IF YOU HAD NEVER BEEN MARRIED"
IF RMARITST EQUAL TO 4 AND MARICH01 EQUAL TO 2,3,6, GO BACK TO MARICH01 : "YOU CAN'T BE SEPARATED, DIVORCED OR NEVER BEEN MARRIED IF YOU WERE WIDOWED"
IF RMARITST EQUAL TO 3 AND MARICH01 EQUAL TO 2,4,6, GO BACK TO MARICH01 : "YOU CAN'T BE SEPARATED, WIDOWED OR NEVER BEEN MARRIED IF YOU WERE DIVORCED"
IF RMARITST EQUAL TO 2 AND MARICH01 EQUAL TO 6, GO BACK TO MARICH01 : "YOU CAN'T BE NEVER MARRIED IF YOU WERE SEPARATED"
IF RMARITST EQUAL TO 1 AND MARICH01 EQUAL TO 6, GO BACK TO MARICH01 : "YOU CAN'T BE NEVER MARRIED IF YOU WERE MARRIED"
IF MARICH01 EQUAL TO 0, GO BACK TO MARICH01 : "YOU CAN'T PICK "NO CHANGE" IF PREVIOUS QUESTION IS "YES""

6.29   CHNG01MM   NUMBER   Month of first marital change

  DATE

Valid Values: 1-12

6.30   CHNG01YY   NUMBER   Year of first marital change

Valid Values: 92-97

IF CHNG01YY GREATER THAN YYINV OR CHNG01YY EQUAL TO YYINV AND CHNG01MM GREATER THAN MMINV, GO BACK TO CHNG01MM : "DATE SHOULD BE BEFORE CURRENT DATE"
IF (CHNG01YY LESS THAN OLDINVYY AND CHNG01YY GREATER THAN 0) OR CHNG01YY EQUAL TO OLDINVYY AND (CHNG01MM LESS THAN OLDINVMM AND CHNG01MM GREATER THAN 0, GO BACK TO CHNG01MM : "DATE SHOULD BE AFTER LAST INTERVIEW DATE)"

6.31   MARICH02   FIXED   Second marital change status

  Was there another change?
  (IF YES, ENTER TYPE AND DATE OF CHANGE. IF NO, ENTER NCH)
  2nd

  0   NCH
  1   MAR
  2   SEP
  3   DIV
  4   WID
  5   LVT
  6   NBM

IF MARICH02 EQUAL TO MARICH01 AND MARICH02 NOT EQUAL TO 0, GO BACK TO MARICH02 : "YOU CAN'T HAVE THE SAME STATUS AS BEFORE"
IF MARICH01 EQUAL TO 6 AND MARICH02 EQUAL TO 2/4, GO BACK TO MARICH02 : "YOU CAN'T BE DIVORCED, SEPARATED OR WIDOWED IF YOU HAD NEVER BEEN MARRIED"
IF MARICH01 EQUAL TO 4 AND MARICH02 EQUAL TO 2,3,6, GO BACK TO MARICH02 : "YOU CAN'T BE SEPARATED, DIVORCED OR NEVER BEEN MARRIED IF YOU WERE WIDOWED"
IF MARICH01 EQUAL TO 3 AND MARICH02 EQUAL TO 2,4,6, GO BACK TO MARICH02 : "YOU CAN'T BE SEPARATED, WIDOWED OR NEVER BEEN MARRIED IF YOU WERE DIVORCED"
IF MARICH01 EQUAL TO 2 AND MARICH02 EQUAL TO 6, GO BACK TO MARICH02 : "YOU CAN'T BE NEVER MARRIED IF YOU WERE SEPARATED"
IF MARICH01 EQUAL TO 1 AND MARICH02 EQUAL TO 6, GO BACK TO MARICH02 : "YOU CAN'T BE NEVER MARRIED IF YOU WERE MARRIED"

6.32   CHNG02MM   NUMBER   Month of second marital change

   DATE

Valid Values: 1-12

6.33   CHNG02YY   NUMBER   Year of second marital change

Valid Values: 92-97

IF CHNG02YY GREATER THAN YYINV OR CHNG02YY EQUAL TO YYINV AND CHNG02MM GREATER THAN MMINV, GO BACK TO CHNG02MM : "DATE SHOULD BE BEFORE CURRENT DATE"
IF (CHNG02YY LESS THAN CHNG01YY AND CHNG02YY GREATER THAN 0) OR CHNG02YY EQUAL TO CHNG01YY AND (CHNG02MM LESS THAN CHNG01MM AND CHNG02MM GREATER THAN 0, GO BACK TO CHNG02MM : "DATE SHOULD BE AFTER PREVIOUS CHANGE)"

6.34   MARICH03   FIXED   Third marital change status

   Was there another change?
   3rd

   0   NCH
   1   MAR
   2   SEP
   3   DIV
   4   WID
   5   LVT
   6   NBM

IF (MARICH03 EQUAL TO MARICH02 AND MARICH03 NOT EQUAL TO 0, GO BACK TO MARICH03 :
"YOU CAN'T HAVE THE SAME STATUS AS BEFORE)"
IF MARICH02 EQUAL TO 6 AND MARICH03 EQUAL TO 2/4, GO BACK TO MARICH03 : "YOU CAN'T BE
DIVORCED, SEPARATED OR WIDOWED IF YOU HAD NEVER BEEN MARRIED"
IF MARICH02 EQUAL TO 4 AND MARICH03 EQUAL TO 2,3,6, GO BACK TO MARICH03 : "YOU CAN'T BE
SEPARATED, DIVORCED OR NEVER BEEN MARRIED IF YOU WERE WIDOWED"
IF MARICH02 EQUAL TO 3 AND MARICH03 EQUAL TO 2,4,6, GO BACK TO MARICH03 : "YOU CAN'T BE
SEPARATED, WIDOWED OR NEVER BEEN MARRIED IF YOU WERE DIVORCED"
IF MARICH02 EQUAL TO 2 AND MARICH03 EQUAL TO 6, GO BACK TO MARICH03 : "YOU CAN'T BE
NEVER MARRIED IF YOU WERE SEPARATED"
IF MARICH02 EQUAL TO 1 AND MARICH03 EQUAL TO 6, GO BACK TO MARICH03 : "YOU CAN'T BE
NEVER MARRIED IF YOU WERE MARRIED"

6.35   CHNG03MM   NUMBER   Month of third marital change

  DATE

Valid Values: 1-12

6.36   CHNG03YY   NUMBER   Year of third marital change

Valid Values: 92-97

IF CHNG03YY GREATER THAN YYINV OR CHNG03YY EQUAL TO YYINV AND CHNG03MM GREATER
THAN MMINV, GO BACK TO CHNG03MM : "DATE SHOULD BE BEFORE CURRENT DATE"
IF (CHNG03YY LESS THAN CHNG02YY AND CHNG03YY GREATER THAN 0) OR CHNG03YY EQUAL TO
CHNG02YY AND (CHNG03MM LESS THAN CHNG02MM AND CHNG03MM GREATER THAN 0, GO BACK
TO CHNG03MM : "DATE SHOULD BE AFTER PREVIOUS CHANGE)"

6.37   MARICH04   FIXED   Fourth marital change status

  Was there another change?
  4th

  0   NCH
  1   MAR
  2   SEP
  3   DIV
  4   WID
  5   LVT
  6   NBM

IF (MARICH04 EQUAL TO MARICH03 AND MARICH04 NOT EQUAL TO 0, GO BACK TO MARICH04 :
"YOU CAN'T HAVE THE SAME STATUS AS BEFORE)"
IF MARICH03 EQUAL TO 6 AND MARICH04 EQUAL TO 2/4, GO BACK TO MARICH04 : "YOU CAN'T BE
DIVORCED, SEPARATED OR WIDOWED IF YOU HAD NEVER BEEN MARRIED"
IF MARICH03 EQUAL TO 4 AND MARICH04 EQUAL TO 2,3,6, GO BACK TO MARICH04 : "YOU CAN'T BE
SEPARATED, DIVORCED OR NEVER BEEN MARRIED IF YOU WERE WIDOWED"
IF MARICH03 EQUAL TO 3 AND MARICH04 EQUAL TO 2,4,6, GO BACK TO MARICH04 : "YOU CAN'T BE
SEPARATED, WIDOWED OR NEVER BEEN MARRIED IF YOU WERE DIVORCED"
IF MARICH03 EQUAL TO 2 AND MARICH04 EQUAL TO 6, GO BACK TO MARICH04 : "YOU CAN'T BE
NEVER MARRIED IF YOU WERE SEPARATED"
IF MARICH03 EQUAL TO 1 AND MARICH04 EQUAL TO 6, GO BACK TO MARICH04 : "YOU CAN'T BE
NEVER MARRIED IF YOU WERE MARRIED"

6.38   CHNG04MM   NUMBER   Month of fourth marital change

  DATE

Valid Values: 1-12

6.39   CHNG04YY   NUMBER   Year of fourth marital change

  (IF ADDITIONAL CHANGES, ENTER CURRENT STATUS AT 4th
  CHANGE AND INSERT OTHER CHANGES IN A COMMENT BOX)

Valid Values: 92-97

IF CHNG04YY GREATER THAN YYINV OR CHNG04YY EQUAL TO YYINV AND CHNG04MM GREATER
THAN MMINV, GO BACK TO CHNG04MM : "DATE SHOULD BE BEFORE CURRENT DATE"
IF (CHNG04YY LESS THAN CHNG03YY AND CHNG04YY GREATER THAN 0) OR CHNG04YY EQUAL TO
CHNG03YY AND (CHNG04MM LESS THAN CHNG03MM AND CHNG04MM GREATER THAN 0, GO BACK
TO CHNG04MM : "DATE SHOULD BE AFTER PREVIOUS CHANGE)"

IF MARICH04 EQUAL TO 0 AND MARICH03 EQUAL TO 1/6,REF,DK, THEN SET LASTMAR TO
^MARICH03^
IF MARICH04 EQUAL TO 0 AND MARICH03 EQUAL TO 0 AND MARICH02 EQUAL TO 1/6,REF,DK, THEN
SET LASTMAR TO ^MARICH02^
IF MARICH04 EQUAL TO 0 AND MARICH03 EQUAL TO 0 AND MARICH02 EQUAL TO 0 AND MARICH01
EQUAL TO 1/6,REF,DK, THEN SET LASTMAR TO ^MARICH01^
IF MARCHANG EQUAL TO 2,REF,DK, THEN SET LASTMAR TO ^RMARITST^

6.40   LASTMAR   FIXED   Dummy var-last marriage status

  1   married
  2   separated
  3   divorced
  4   widowed
  5   living in a marriage-like relationship
  6   single, you've never been married

IF LASTMAR EQUAL TO REF,DK, GO TO DEPENDV

6.41   MARCONFM   FIXED   Current marriage confirmation

You are currently ^LASTMAR^.
Is that correct?

   1   Yes, that is correct
   2   No, that is not correct

IF MARCONFM EQUAL TO 2, GO BACK TO MARICH01 : "PLEASE CORRECT INFORMATION ON THIS
SCREEN"

IF RDEPEND EQUAL TO MISS, GO TO CHILDREN

6.42   DEPENDV   FIXED   Number of dependents preload verify

                                                        HELP

Our records show that you have ^RDEPEND^.
Is that still correct?

   1   Yes, that is correct
   2   No, that is not correct

IF DEPENDV EQUAL TO 1, GO TO WHERELIV
IF DEPENDV EQUAL TO 2,REF,DK, GO TO NUMCHILD

6.43   CHILDREN   YESNO   Number of children

Do you have any children? Include adopted, foster and step
children. Also remember to include children who are living outside
your household.

   1   YES
   2   NO

IF CHILDREN EQUAL TO 2,REF,DK, GO TO WHERELIV

6.44   NUMCHILD   NUMBER   Number of children question

How many children do you have? (Include adopted, foster and step
children. Also include children who are living outside your household).^

Valid Values: 0-15

IF CHILDREN EQUAL TO 1 AND (NUMCHILD EQUAL TO 0 AND NUMCHILD EQUAL TO "0", GO BACK TO NUMCHILD : "CAN'T HAVE 0 CHILDREN IF ANSWERED YES TO PREVIOUS QUESTION)"

6.45   DEPENDEN   NUMBER   Number of R's dependents

HELP

How many of your children live with you or depend on you for more than
half of their support?

IF DEPENDEN EQUAL TO 0,REF,DK, GO TO WHERELIV

6.46   NUMCHLD   CALCULATION   DUMMY VAR FOR CHILD CALC

Calculation: ^DEPENDEN^-RDEPEND

IF NUMCHLD LESS THAN 1, GO TO WHERELIV

REPEAT KIDLOOPS THRU KIDLOOPE FOR EACH CATEGORY IN KIDLOOPS.

6.47   KIDLOOPS   LOOPBEG-FIXED   Start Children Birthdate loop

    1   the youngest
    2   the next youngest
    3   the next youngest
    4   the next youngest
    5   the next youngest
    6   the next youngest
    7   the next youngest
    8   the next youngest
    9   the next youngest
    10 the next youngest

IF , LOOP VALUE: 1/^NUMCHLD^

6.48   **DBCHMM**   NUMBER   Birthdates of dependents-month

~IF ^RDEPEND^(NK4)
  I need to know the birth days of any children you have had since
  ^OLDDATE^.
~END
~IF ^NUMCHLD^(G10)
  I need some information on the ten youngest _dependent_ children only.
~END
~IF ^NUMCHLD^(1)
  What is the birthdate of your child?
~ELSE
  What is the birthdate of ^KIDLOOPS^ of these _dependent_ children?
~END
  (INTERVIEWER: ENTER MONTH AND YEAR)

Valid Values: 1-12

6.49   **DBCHYY**   NUMBER   Birthdates of dependents-year

Valid Values: 60-97

IF DBCHYY GREATER THAN YYINV, GO BACK TO DBCHMM : "THE CHILD'S BIRTH DATE SHOULD BE BEFORE CURRENT DATE"
IF (DBCHYY LESS THAN RDOBYY AND DBCHYY GREATER THAN 0, GO BACK TO DBCHMM : "THE CHILD'S BIRTH DATE SHOULD BE AFTER RESPONDENT'S)"

6.50   **KIDLOOPE**   LOOPEND   End Children Birthdate loop

6.51   **WHERELIV**   FIXED   Where was respondent living April 1

                                         HELP

  What type of housing were you living in on April 1 of this year?
  Was it . . .

  1   in your own home or apartment
  2   in your parents or guardians residence
  3   in school-provided housing
  4   with other relatives (not parents, spouse, or children)
  5   in employer provided residence (military base)
  6   in a sorority or fraternity house
  7   or in some other type of housing?

IF WHERELIV EQUAL TO 2,4,6, GO TO WHOLIVE

6.52   LIVALON   FIXED   Does anyone live with respondent?

Who was living in the household on April 1, (1997) besides you?

   1   RESPONDENT LIVES ALONE
   2   OTHER PEOPLE IN HOUSEHOLD

IF LIVALON EQUAL TO 1,REF,DK, GO TO NUMPEO

6.53   WHOLIVE   NUMBER   Spouse/partner lives w/R

                                              HELP
   (Who else was living in your household besides you?)
   INTERVIEWER: ENTER THE NUMBER OF EACH TYPE OF
   HOUSEHOLD MEMBER NEXT TO THE TYPE. (Probe if R says he lives
   with more than four grandparents, one mother, one father, etc.)

   HOUSEHOLD MEMBERS:

   HUSBAND, WIFE, OR PARTNER?
   YOUR/PARTNER•S CHILDREN, AGES 0-6
   YOUR/PARTNER•S CIHLDREN, AGES 7-12
   YOUR/PARTNER•S CHILDREN, AGES 3-17
   YOUR/PARTNER•S CHILDREN, AGES 18 AND OVER
   FATHER, STEPFATHER, OR MALE GUARDIAN
   MOTHER, STEPMOTHER, OR FEMALE GUARDIAN
   BROTHER(S), INCLUDING STEP- OR HALF-BROTHERS
   SISTERS(S), INCLUDING STEP- OR HALF-SISTERS
   GRANDPARENT(S)
   OTHER RELATIVE(S)
   NONRELATIVE(S) OR ROMMATE(S)

Valid Values: 0-1

IF LASTMAR EQUAL TO 2,3,4,6 AND WHOLIVE EQUAL TO 1, GO BACK TO WHOLIVE : "CAN'T HAVE ANY NUMBER IF YOU ARE SINGLE, SEPARATED, DIVORCED, OR WIDOWED"

6.54   CHILD06   NUMBER   Num

 Valid Values: 0-15

6.55   CHILD712   NUMBER   Num

 Valid Values: 0-15

6.56   CHLD1317   NUMBER   Num

Valid Values: 0-15

6.57   CHILD18   NUMBER   Num

Valid Values: 0-15

6.58   FATHER   NUMBER   Father/guardian lives w/R

Valid Values: 0-3

6.59   MOTHER   NUMBER   Mother/guardian lives w/R

Valid Values: 0-3

6.60   BROTHER   NUMBER   Num

Valid Values: 0-20

6.61   SISTER   NUMBER   Num

Valid Values: 0-20

6.62   GPARENT   NUMBER   Num

Valid Values: 0-4

6.63   OTHRELAT   NUMBER   Num

Valid Values: 0-20

6.64   NONRELAT   NUMBER   Num

Valid Values: 0-99

6.65   NUMPEO   CALCULATION   Total number in R's household

 Calculation:
^WHOLIVE^+^CHILD06^+^CHILD712^+^CHLD1317^+^CHILD18^+^FATHER^+^MOTHER^+^BROTHER^+

IF NUMPEO EQUAL TO 1, GO TO DUMSPOUS

6.66   TOTALIVE   YESNO   TOTAL PEOPLE LIVING IN HOUSEHOLD

 This means that there were ^NUMPEO^ people living in your
 household, including yourself. Is that correct?

  1   YES
  2   NO

IF TOTALIVE EQUAL TO 2, GO BACK TO WHOLIVE : "PLEASE CHECK THE HOUSEHOLD NUMBERS AND RE-ENTER"

6.67   DUMSPOUS   TEXT-FILL   DUMMY VAR-SPOUSE TEXT FILL

1   or the name of your spouse
2   or the name of your partner
3   spouse
4   partner
5   and your spouse
6   and your partner
7   spouse's
8   partner's
9

IF LASTMAR EQUAL TO 1, GET TEXT-FILL VALUE: 1,3,5,7
IF LASTMAR EQUAL TO 5, GET TEXT-FILL VALUE: 2,4,6,8
IF LASTMAR EQUAL TO 2/4,6,REF,DK, GET TEXT-FILL VALUE: 9

IF LASTMAR EQUAL TO 2/4,6,REF,DK, GO TO TOTNUMDP
IF LASTMAR EQUAL TO 1,5 AND EDSPOUP EQUAL TO MISS, GO TO EDSPOUSE

6.68   EDSPOUV   FIXED   SPOUSES EDLEVEL PRELOAD VERIFY

Our records show that your ^DUMSPOUS^(7/8) highest grade or level of
education was ^EDSPOUP^.
Is this still correct?

1   Yes, this is correct
2   No, this is not correct

IF EDSPOUV EQUAL TO 1, GO TO ENSPOUAP

6.69   EDSPOUSE   FIXED   Spouse's highest education level

HELP

What is the highest grade or level of education that your
^DUMSPOUS^(3/4) has completed?

  1   LESS THAN HIGH SCHOOL
  2   GED
  3   HIGH SCHOOL GRADUATION
  4   LESS THAN 1 YEAR VOC/TRADE/BUS. SCHOOL AFTER HIGH SCHOOL
  5   1 YEAR BUT LESS THAN 2 YEARS VOC/TRADE/BUS. SCHOOL
  6   2 YEARS OR MORE VOC/TRADE/BUS. SCHOOL
  7   LESS THAN 2 YEARS OF COLLEGE
  8   ASSOCIATE'S DEGREE
  9   2 OR MORE YEARS OF COLLEGE
  10 BACHELOR'S DEGREE (4-5 YEAR)
  11 MASTER'S DEGREE OR EQUIVALENT
  12 FIRST PROFESSIONAL DEGREE (JD, MD, OD, DDS, ETC . . .)
  13 OTHER ADVANCED PROFESSIONAL DEGREE
  14 DOCTORATE (Ph.D. Ed.D.)

6.70   ENSPOUAP   YESNO   Spouse currently enrolled in school

~IF ^MMINV^(4)+^YYINV^(97)
  Is your ^DUMSPOUS^(3/4) currently enrolled in school?
~ELSE
  Was your ^DUMSPOUS^(3/4) enrolled in school in April of this year?
~END

  1   YES
  2   NO

IF ENSPOUAP EQUAL TO 2,REF,DK,MISS, GO TO EMPSPOUS

6.71   LEVSPOUS   FIXED   Level of courses spouse taking

HELP

~IF ^MMINV^(4)+^YYINV^(97)
  What level of courses is your ^DUMSPOUS^(3/4) taking?
~ELSE
  What level of courses was your ^DUMSPOUS^(3/4) taking in April?
~END

  1   HIGH SCHOOL
  2   LICENSE OR CERTIFICATE
  3   UNDERGRADUATE
  4   GRADUATE
  5   FIRST PROFESSIONAL

6.72   EMPSPOUS   FIXED   Spouse's April 97 employment status

~IF ^MMINV^(4)+^YYINV^(97)
  Is your ^DUMSPOUS^(3/4) currently employed?
~ELSE
  Was your ^DUMSPOUS^(3/4) employed in April of this year?
~END
  (IF YES:) Was that full-time or part-time?

    1   Yes, employed full-time
    2   Yes, employed part-time
    3   Not employed

6.73   TOTNUMDP   NUMBER   Total dependents in 1997

  How many people do you ^DUMSPOUS^(5/6.9) currently support
  financially? Include yourself ^DUMSPOUS^(5/6.9) and anyone
  who received more than half of their support from you.

Valid Values: 1-20

IF TOTNUMDP LESS THAN DEPENDEN, GO BACK TO TOTNUMDP : "NUMBER ENTERED CAN'T BE LESS THAN NUMBER OF DEPENDENT CHILDREN PLUS YOURSELF"

6.74   FINANRES   NUMBER   Others supported by R in 1997

  Is there anyone else you help financially but provide less than
  half of their support?
  (IF NO, ENTER "0"; IF YES, ASK:)
  How many?

Valid Values: 0-20

6.75   CARETAKE   NUMBER   Others aided non-financially by R?

                                                      HELP

  Is there anyone who relies on you to provide non-financial assistance?
  For example, do you regularly spend time caring for an elderly
  relative or a younger sibling?
  (IF NO, ENTER "0"; IF YES, ASK:)
  How many?

Valid Values: 0-20

6.76   NP6CARE   NUMBER   Num

HELP

~IF ^0^^(1)EQUAL TO593+594
   You said you had one child under 12 living with you. How many hours
   each week does your child spend in some type of child-care arrangement?
~ELSE
   You said you have ^0^^EQUAL TO593+594EQUAL TO children (under 12 years old) living
   with you. What is the most number of hours per week that any of them
   spend in some type of child-care arrangement?
~END

Valid Values: 0-60
Soft Check: 61-80

IF NP6CARE EQUAL TO 0,REF,DK, GO TO TOTINCOM

6.77   PAYCARE   YESNO   R pays for childcare

   Do you have to pay for childcare?

   1   YES
   2   NO

6.78   TOTINCOM   NUMBER   Respondent income from all sources

HELP

   What was your personal income from _all sources_ in 1996?
   (THIS AMOUNT MUST INCLUDE INCOME FROM ALL JOBS AND MUST
   BE EQUAL TO OR LARGER THAN JOB INCOME)

Entry Mask: !~U$_,___,___~!
Valid Values: 0-999999
Soft Check: 1000000-9999999

IF TOTINCOM NOT EQUAL TO DK, GO TO ANNUINC

6.79   **TOTINCM**   FIXED   Estimated income from all sources

                                                            HELP

Would you estimate your personal income from _all sources_ in 1996
was . . . (THIS AMOUNT MUST INCLUDE INCOME FROM ALL JOBS
AND MUST BE EQUAL TO OR LARGER THAN JOB INCOME)

 1   less than $5,000
 2   at least $5,000 but less than $10,000
 3   at least $10,000 but less than $20,000
 4   at least $20,000 but less than $30,000
 5   at least $30,000 but less than $50,000
 6   at least $50,000 but less than $75,000
 7   at least $75,000 but less than $100,000
 8   or $100,000 or more

6.80   **ANNUINC**   NUMBER   Respondent's job income

                                                            HELP

What was your personal income from all _jobs_ in 1996?
(_Exclude_ untaxed income or income from other sources such as
interest, dividends, and capital gains.)

Entry Mask: !~U$_,___,___~!
Valid Values: 0-999999
Soft Check: 1000000-9999999

IF TOTINCOM GREATER THAN 0 AND ANNUINC GREATER THAN TOTINCOM, GO BACK TO ANNUINC :
"AMOUNT FOR JOB INCOME CAN'T BE MORE THAN AMOUNT FROM ALL SOURCES"

IF ANNUINC NOT EQUAL TO DK, GO TO TOTINCSP

6.81   **ANNUINCR**   FIXED   Respondent's estimate of job income

                                                            HELP

What is your estimate of your personal income from all _jobs_ in 1996?
(_Exclude_ untaxed income or income from other sources such
as interest, dividends, and capital gains.)

Would you estimate your 1996 personal income from all jobs was . . .

 1   less than $5,000
 2   at least $5,000 but less than $10,000
 3   at least $10,000 but less than $20,000
 4   at least $20,000 but less than $30,000
 5   at least $30,000 but less than $50,000
 6   at least $50,000 but less than $75,000
 7   at least $75,000 but less than $100,000
 8   or $100,000 or more

IF LASTMAR EQUAL TO 2/4,6,REF,DK, GO TO SAVINGS

6.82   TOTINCSP   NUMBER   Spouse's income from all sources

HELP

What was your ^DUMSPOUS^(7/8) income from _all sources_ in 1996?
(THIS AMOUNT MUST INCLUDE INCOME FROM ALL JOBS AND MUST
BE EQUAL TO OR LARGER THAN JOB INCOME)

Entry Mask: !~U$_,___,___~!
Valid Values: 0-999999
Soft Check: 1000000-9999999

IF TOTINCSP NOT EQUAL TO DK, GO TO ANNINCSP

6.83   TOTINCS   FIXED   Estimated spouse income from all sources

HELP

Would you estimate your ^DUMSPOUS^(7/8) income from _all sources_
in 1996 was . . . (THIS AMOUNT MUST INCLUDE INCOME FROM ALL
JOBS AND MUST BE EQUAL TO OR LARGER THAN JOB INCOME)

  1   less than $5,000
  2   at least $5,000 but less than $10,000
  3   at least $10,000 but less than $20,000
  4   at least $20,000 but less than $30,000
  5   at least $30,000 but less than $50,000
  6   at least $50,000 but less than $75,000
  7   at least $75,000 but less than $100,000
  8   or $100,000 or more

6.84   ANNINCSP   NUMBER   Spouse's income from jobs

HELP

What was your ^DUMSPOUS^(7/8) personal income from all _jobs_ in
1996? (_Exclude_ untaxed income or income from other
sources such as interest, dividends, and capital gains.)

Entry Mask: !~U$_,___,___~!
Valid Values: 0-999999
Soft Check: 1000000-9999999

IF TOTINCSP GREATER THAN 0 AND ANNINCSP GREATER THAN TOTINCSP, GO BACK TO ANNINCSP
: "AMOUNT FOR JOB INCOME CAN'T BE MORE THAN AMOUNT FROM ALL SOURCES"

IF ANNINCSP NOT EQUAL TO DK, GO TO SAVINGS

6.85 **ANNINCS** FIXED Estimate of spouse's income from job

HELP

What is your estimate of your ^DUMSPOUS^(7/8) personal income from
all _jobs_ in 1996? (_Exclude_ untaxed income or income from
other sources such as interest, dividends, and capital gains.)

Would you estimate your ^DUMSPOUS^(7/8) 1996 total income from all
jobs was . . .

1 less than $5,000
2 at least $5,000 but less than $10,000
3 at least $10,000 but less than $20,000
4 at least $20,000 but less than $30,000
5 at least $30,000 but less than $50,000
6 at least $50,000 but less than $75,000
7 at least $75,000 but less than $100,000
8 or $100,000 or more

6.86 **SAVINGS** YESNO Saving money

HELP

During the past year, have you been actively saving money for any
reason?

1 YES
2 NO

IF SAVINGS EQUAL TO 2,REF,DK, GO TO UNDDEBTN

6.87 **SAVING** MULTIPLE SAVE TOWARDS PURCHASE OF HOME

HELP

What have you been saving money toward?
(READ EACH AND CODE ALL THAT APPLY)

1 Purchasing a home
2 Furthering your education
3 Child's education
4 Retirement
5 Purchase of a car or other vehicle
6 Vacation or trip
7 Wedding or birth of a child
8 General "rainy day" or emergency purposes
9 Other purposes

IF TOTUDEBT NOT EQUAL TO MISS, GO TO GRSCHDB

6.88   UNDDEBTN   UNCODED   Total amount borrowed for ugrad ed

What was the total amount of money you borrowed for your
undergraduate education up through ^D(ML,7) 19^YBARECVD^?
Please include the amounts in federal, state, or institutional
loans you received from all sources. Also include loans
from family, friends, relatives, banks, savings and loans, and credit
unions, and loans that have been repaid. Up through ^D(ML,7) 19^YBARECVD^,
how much money did you borrow for undergraduate education?

            ^E40

IF GRAENR EQUAL TO 0 AND GRDPRGFL EQUAL TO 2, GO TO OWENFAM

6.89   GRSCHDB   NUMBER   Amnt borrowed for grad schl (nonfamily)

                                            HELP

Since receiving your bachelor's degree, how much money have you
borrowed for_graduate or professional_education, not including loans
from family? (Include all non-family loans from federal, state, and
institutional sources such as graduate school, banks, and savings and
loans.)

Entry Mask: !~U$___,___~!
Valid Values: 0-49999
Soft Check: 50000-999999

IF GRSCHDB EQUAL TO 0,REF,DK AND TOTUDEBT EQUAL TO 0,REF,DK, GO TO GRFAMSP

6.90   OWENFAM   NUMBER   Amount owed to nonfamily sources

~IF ^TOTUDEBT^(G0)+^GRSCHDB^(LE0)
  Of the $^TOTUDEBT^ you said you'd borrowed for your undergraduate
  education, how much do you still owe?
  (INTERVIEWER: IF R SAYS THE DEBT AMOUNT IS WRONG, ENTER THE
  CORRECT AMOUNT IN COMMENT BOX)
~ELSE ^GRSCHDB^(G0)+^TOTUDEBT^(LE0)
  Of the total amount you borrowed from_non-family_sources for your
  graduate or professional education, how much money do you still owe?
~ELSE ^GRSCHDB^(G0)+^TOTUDEBT^(G0)
  Of the total amount you borrowed from_non-family_sources for both
  your undergraduate_and_graduate education, how much money do
  you still owe?
~END

Entry Mask: !~U$___,___~!

IF OWENFAM EQUAL TO 0,REF,DK, GO TO GRFAMSP

6.91 **FEDLOANS**   YESNO   FEDERAL GRADUATE LOANS

HELP

Did you receive any federal loans, such as PLUS, GSL, or HPSL, for your
undergraduate or graduate education?

1   YES
2   NO

IF FEDLOANS EQUAL TO 2,REF,DK,MISS, GO TO LNPAYALL

6.92 **LOANCONS**   FIXED   HAVE FED LOANS BEEN CONSOLIDATED?

HELP

Have these federal loans been consolidated?

1   YES
2   NO
3   ONLY ONE FEDERAL LOAN

IF LOANCONS EQUAL TO 2,REF,DK, GO TO FORGIVST

6.93 **LOANSTAT**   FIXED   STATUS OF FEDERAL LOANS

HELP

What is the status of your federal loan(s)?

1   In deferment or grace period
2   Completely repaid
3   Payment required
4   other/mixed

IF LOANSTAT EQUAL TO 1/2, GO TO FORGIVST

6.94   **REPAY**   FIXED   Type of repayment plan

                                                    HELP

What type of repayment plan are you on?

1   income sensitive
2   graduated repayment
3   regular payment

6.95   **FORGIVST**   NUMBER   Loans forgiven or cancelled

                                                    HELP

Has any part of your undergraduate or graduate debt
been forgiven or cancelled?
(IF NO, ENTER "0"; IF YES, ASK:)
How much?

Entry Mask: !~U$___,___~!
Valid Values: 0-999999

6.96   **LNPAYALL**   NUMBER   Monthly payments for nonfamily loan

~IF ^FEDLOANS^(1)+^LOANSTAT^(1.2)
   Are you making any monthly payments on any non-federal loans?
   (IF NO, ENTER "0"; IF YES:)
   What is your total monthly payment?
~END
~IF ^FEDLOANS^(2.K2.K3)
   What is your total monthly payment for all educational loans from
   non-family sources?
~END
~IF ^FEDLOANS^(1)+^LOANSTAT^(N1+N2)
   What is your total monthly payment for all educational loans?
~END

Entry Mask: !~U$_,___~!
Valid Values: 0-9999

IF OWENFAM GREATER THAN 0 AND LNPAYALL GREATER THAN OWENFAM, GO BACK TO LNPAYALL
: "CAN'T PAY MORE MONEY THAN OWED"

6.97   **OTHREPAY**   YESNO   Received help with ed

Is anyone helping you to repay your educational debt to non-family
sources? (Do not include assistance from spouse/partner.)

1   YES
2   NO

IF GRAENR EQUAL TO 0 AND GRDPRGFL EQUAL TO 2, GO TO TOTFMBAL

6.98   **GRFAMSP**   NUMBER   Family amount borrowed for grad ed

HELP

Now I'd like to ask you about other sources of money for graduate or
professional education.

How much money have you _borrowed_ from your _family_ for graduate
education since receiving your bachelor's degree? (Include money from
parents, inlaws, aunts, uncles, grandparents, etc., but do not include
support you received from your spouse.)

Entry Mask: !~U$___,___~!
Valid Values: 0-49999
Soft Check: 50000-999999

6.99   **GRFAMSPT**   NUMBER   Family amount given for grad ed

How much money have you been _given_ by your _family_ for graduate or
professional education since receiving your bachelor's degree?

Entry Mask: !~U$___,___~!
Valid Values: 0-49999
Soft Check: 50000-999999

> IF GRFAMSP EQUAL TO 0,REF,DK, GO TO DEBTSPOU

6.100   **TOTFMBAL**   NUMBER   TOTAL BALANCE OF FAMILY LOANS

Of the total amount of money you borrowed from your family for your
undergraduate or graduate education, how much do you still owe?

Entry Mask: !~U$___,___~!

> IF TOTFMBAL EQUAL TO 0,REF,DK, GO TO DEBTSPOU

6.101   **TOTFMPAY**   NUMBER   TOTAL MONTHLY AMT PAID TO FAMILY

What is the total monthly payment that you make to your family to repay
educational loans?

Entry Mask: !~U$_,___~!
Valid Values: 0-9999

> IF TOTFMBAL GREATER THAN 0 AND TOTFMPAY GREATER THAN TOTFMBAL, GO BACK TO
> TOTFMPAY : "CAN'T PAY MORE MONEY THAN OWED"

IF LASTMAR EQUAL TO 2/4,6,REF,DK, GO TO HOUSE

6.102 DEBTSPOU YESNO SPOUSE'S EDUCATION LOANS

HELP

Has your ^DUMSPOUS^(3/4) received any loans for education since
leaving high school?

1 YES
2 NO

IF DEBTSPOU EQUAL TO 2,REF,DK,MISS, GO TO HOUSE

6.103 TOTLOANS NUMBER TOTAL SPOUSE BORROWED FOR EDUCATION

HELP

What was the total amount your ^DUMSPOUS^(3/4) borrowed for (his/her)
education since high school?

Entry Mask: !~U$___,___~!
Valid Values: 0-99999
Soft Check: 100000-999999

IF TOTLOANS EQUAL TO 0, GO TO HOUSE

6.104 TOTALBAL NUMBER AMOUNT SPOUSE STILL OWES EDUCATION LOANS

How much does your ^DUMSPOUS^(3/4) still owe for educational loan(s)?

Entry Mask: !~U$___,___~!

IF TOTALBAL EQUAL TO 0,REF,DK, GO TO HOUSE

6.105 REPAYMSP NUMBER monthly payments for educational loans

What are your ^DUMSPOUS^(7/8) total monthly payments on outstanding
educational loans?

Entry Mask: !~U$_,___~!
Valid Values: 0-9999

IF TOTALBAL GREATER THAN 0 AND REPAYMSP GREATER THAN TOTALBAL, GO BACK TO

REPAYMSP : "CAN'T PAY MORE MONEY THAN OWED"

6.106   HOUSE   YESNO   OWN HOUSE/ CONDO

   Do you ^DUMSPOUS^(5/6.9) own a house or condominium?

   1   YES
   2   NO

6.107   MORTGAG   NUMBER   MONTHLY MORTGAGE PAYMENT

                                                      HELP

~IF ^HOUSE^(1)
   How much are your monthly payments for mortgage and rent?
~ELSE
   How much are your monthly payments for rent?
~END

Entry Mask: !~U$_,___~!
Valid Values: 0-6000

6.108   CAR   YESNO   OWN ANY VEHICLES

   Do you ^DUMSPOUS^(5/6.9) own any cars, trucks, vans, or motorcycles?

   1   YES
   2   NO

IF CAR EQUAL TO 2,REF,DK, GO TO OTHDEBT

6.109   AUTOPAY   NUMBER   AUTO LOAN MONTHLY PAYMENT

                                                      HELP

   What are your monthly payments on your auto loan or loans?

Entry Mask: !~U$_,___~!
Valid Values: 0-5000

6.110   OTHDEBT   YESNO   ANY OTHER DEBT

   Excluding educational debt, do you have any other debt for which you
   are making monthly payments?

   1   YES
   2   NO

IF OTHDEBT EQUAL TO 2,REF,DK, GO TO DEMO_END

6.111   OTHDEBP   NUMBER   OTHER DEBT MONTHLY PAYMENT

  What are your monthly payments for this other debt? (DO NOT
  INCLUDE EDUCATIONAL)

Entry Mask: !~U$_,___~!
Valid Values: 1-9999

6.112   DEMO_END   TIMESTAMP   End of demographic section

6.113   PARENT1   FIXED   PARENTS LOCATING

~IF
^PAR1FNAM^V(G1)+^PAR1LNAM^V(G1)+^PAR1ADD1^V(G1)+^PAR1CITY^V(G1)+^PAR1STAT^V(G1)
+^PAR1ZIP^V(G1)+^PP1ARCOD^V(G1)+^PP1PHON1^V(G1)+^PP1PHON2^V(G1)
  We would like to verify your parent's name, current address and
  telephone number. Is it ...
~ELSE
  May I have your parent's name, current address and telephone number?
~END
  (IF DECEASED, OPEN A COMMENT BOX AND INDICATE)

    FIRST NAME: ^E42
    MIDDLE INT: ^E43
    LAST NAME: ^E44
    STREET ADDRESS: ^E57
                     ^E58
    CITY: ^E59
    STATE: ^E60
    ZIP: ^E61
    PHONE: (^E62) ^E63-^E64

    RELATIONSHIP:

  1   MOTHER
  2   FATHER

6.114   PARENT2   FIXED

  Is your other parent's address and telephone number the same as the
  address and telephone number you just gave me?

  1   YES
  2   NO
  3   PARENT DECEASED

IF PARENT2 EQUAL TO 3, GO TO OTHERLAT
IF PARENT2 EQUAL TO 2,REF,DK, GO TO PARENT4

6.115   PARENT3   FIXED

May I have your other parent's name?
(INTERVIEWER: DO NOT VERIFY ANY PRELOADED INFORMATION. IF R GIVES
SAME NAME AS THE NAME APPEARING ON THE SCREEN, PRESS ENTER TO CONTINUE.
OTHERWISE, ENTER CORRECT INFORMATION.)

FIRST NAME: ^E54
MIDDLE INT: ^E55
LAST NAME: ^E56

RELATIONSHIP:

  1   MOTHER
  2   FATHER

IF PARENT2 EQUAL TO 1, GO TO OTHERLAT

6.116   PARENT4   FIXED

May I have your other parent's name, current address and telephone
number?
(INTERVIEWER: DO NOT VERIFY ANY PRELOADED INFORMATION UNLESS R GIVES YOU
THE SAME NAME AS THE NAME ON THE SCREEN; THEN YOU CAN VERIFY
ADDRESS/PHONE INFO. OTHERWISE, ENTER CORRECTED DATA.)

FIRST NAME: ^E54
MIDDLE INT: ^E55
LAST NAME: ^E56
STREET ADDRESS: ^E65
^E66
CITY: ^E67
STATE: ^E68
ZIP: ^E69
PHONE: (^E70) ^E71-^E72

 RELATIONSHIP:

  1   MOTHER
  2   FATHER

6.117   OTHERLAT   FIXED   OTHER RELATIVE LOCATING

Can you give me the name, address and telephone number of a person,
such as a friend or relative other than your parents who lives
at an address different from yours, and who will always know where
to get in touch with you?

   1   ENTER 1 TO CONTINUE
   2   2 FOR REFUSED

IF OTHERLAT EQUAL TO 2,REF,DK, GO TO NAME

IF HSMONTH EQUAL TO ASKED, THEN SET COUNTRY TO USA

6.118   COUNTRY   CALCULATION

Calculation:

6.119   OTHRELF   UNCODED   Other locating first name

   FIRST NAME:

6.120   OTHRELL   UNCODED   Other locating last name

   LAST NAME:

6.121   OTHRELA   UNCODED   Other locating address 1

   STREET ADDRESS:

6.122   OTHRELA2   UNCODED   Other locating address 2

6.123   OTHRELC   UNCODED   Other locating city

   CITY:

6.124   OTHRELS   STATE   Other locating state

   STATE:

Valid Values: Valid two-letter state codes

6.125   OTHRELZ   UNCODED   Other locating zip

   ZIP CODE:

6.126   **OTHRELT**   NUMBER   Other locating phone number

    PHONE:
    COUNTRY: ^E657

Entry Mask: M!U___-____!
Valid Values: 0-9999999999

6.127   **WHORELAT**   FIXED   OTHER RELATIVE RELATIONSHIP

  What is this person's relationship to you?

    1   MOTHER/FEMALE GUARDIAN
    2   FATHER/MALE GUARDIAN
    3   SISTER
    4   BROTHER
    5   SPOUSE
    6   OTHER RELATIVE
    7   FRIEND
    8   CHILD
    9   OTHER (SPECIFY IN NEXT SCREEN)

IF WHORELAT EQUAL TO 9, GO TO OTHREL, ELSE GO TO NAME

6.128   **OTHREL**   UNCODED   Other relationship

  ENTER OTHER RELATIONSHIP.

Entry Mask: !A_____

6.129   **NAME**   YESNO   USED ANY OTHER NAME?

  Have you used any other name besides ^RNAME^?
  INTERVIEWER: CLARIFY IF NECESSARY: Including maiden name, married name,
  alias, etc.

    1   YES
    2   NO

IF NAME EQUAL TO 2,REF,DK, GO TO ADDRESS

6.130   **NAMEB**   UNCODED   WHAT IS OTHER NAME

  What is that name?

6.131   ADDRESS   UNCODED   CURRENT ADDRESS RESPONDENT

  We would also like to get your current address and telephone number.
  Is it...

    STREET ADDRESS: ^E49
          ^E50
    CITY: ^E51
    STATE: ^E52
    ZIP CODE: ^E53
    PHONE: ^E15

6.132   ADRSVERF   YESNO   PERMANENT ADDRESS?

  Is this your permanent address?

   1   YES
   2   NO

IF ADRSVERF EQUAL TO 1, GO TO HAVEMAIL

6.133   CURADDR   UNCODED   Respondent permanent address 1

  What is your permanent address and telephone number?

    STREET ADDRESS:

6.134   CURADDR2   UNCODED   R permanent address 2

6.135   CURCITY   UNCODED   R permanent address city

    CITY:

6.136   CURSTAT   STATE   R permanent address state

    STATE:

Valid Values: Valid two-letter state codes

6.137   CURZIP   UNCODED   R permanent address zip

    ZIP CODE:

6.138   CURPHON   NUMBER   R permanent telephone

    PHONE:

Entry Mask: M!U___-____!
Valid Values: 0-9999999999

6.139 HAVEMAIL   YESNO   HAVE AN EMAIL ADDRESS?

Do you have an email address?

1   YES
2   NO

IF HAVEMAIL EQUAL TO 2,REF,DK, GO TO SPOUNAME

6.140 EMAILADR   UNCODED   EMAIL ADDRESS

What is your email address?

IF LASTMAR EQUAL TO 2/4,6,REF,DK, GO TO SSNUMQ

6.141 SPOUNAME   UNCODED   SPOUSES NAME

What is your ^DUMSPOUS^(7/8) name?
(ENTER FIRST NAME AND LAST NAME)

IF PSSN1 GREATER THAN LENGTH(1) AND PSSN2 GREATER THAN LENGTH(1) AND PSSN3 GREATER THAN LENGTH(1), GO TO ENDINTVW

6.142 SSNUMQ   UNCODED   SOCIAL SECURITY NUMBER

What is your social security number?

      ^E74-^E75-^E76

6.143 ENDINTVW   FIXED   THANK YOU

These are all the questions I have. Thank you for your help.

1   PRESS ENTER TO FILE CASE

6.144 END_STMP   TIMESTAMP   Time elapsed at end of interview

6.145 ENDDATE2   CURRENT DATE   END DATE OF INTERVIEW

6.146 INTVID   AUTO   INTERVIEWER ID

6.147 INTVNAME   AUTO   INTERVIEWER NAME

6.148 VERSION   AUTO   Time and date of VQ file used

6.149 ENDTIME   CURRENT HH:MM   Clock time at end of interview

Appendix D
Facsimiles of B&B:93/03
Interview and Previous Interviews

B&B:93/03 Facsimile

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ZRID
Study ID Number

Y_CITZN

Citizenship status
A preload variable that indicated whether the respondent was a US citizen, and, if not, the type of visa/resident. This variable is used to determine whether to ask about current citizenship.

Applies to: All respondents.
Source: NPSAS: 93, B&B:93/94, B&B:93/97

Y_DOBMM

Date of birth: month
A preload variable that indicates the month in which the respondent was born.

Applies to: All respondents.
Source: NPSAS: 93, B&B:93/94, B&B:93/97

Y_DOBYY

Date of birth: year
A preload variable that indicates the year in which the respondent was born.

Applies to: All respondents.
Source: NPSAS:93, B&B:93/94, B&B:93/97

Y_LSTINT

Date of last interview
A preload variable that indicates the year of the last interview in which the respondent participated.

Applies to: All respondents.
Source: NPSAS: 93, B&B:93/94, B&B:93/97

Y_TEACH

Taught in the past
A preload variable that identifies whether a respondent has been a teacher in the past. This variable determines whether respondent receives questions pertaining to entering the teaching field in the teaching section of the interview.

Applies to: All respondents.
Source: B&B:93/94, B&B:93/97

Y_PREP

Teacher status and training status
A preload variable that was derived from B2PIPLIN and B2LEAVER. B2PIPLIN is a composite that measures extent of involvement with teaching, using variables from 1994 and 1997 interviews and composites. It is a derived variable. B2LEAVER indicates whether a B&B93/97 respondent had held a teaching job at some time during B&B93/94 and/or B&B93/97, but was not teaching at the time of the B&B93/97 interview.

Applies to: All respondents.
Source: B&B:93/94, B&B:93/97

Y_REASON

Reason left teaching
A preload variable that indicates whether a respondent provided a reason for leaving teaching in the 1994 or 1997 interview. Y_REASON was derived from B2LEFTEA, which was asked in the 97 interview, and LEFTEACH, which was asked in the 94 interview. Y_REASON determines whether respondents who have left teaching (Y_PREP equal 7) are asked why they left teaching in this interview.

Applies to: All respondents.
Source: B&B:93/94, B&B:93/97

Y_UGLN

Amount of undergraduate loan
A preload variable that indicates the amount the respondent borrowed in undergraduate education loans.

Applies to: All respondents.
Source: NPSAS: 93, B&B:93/94, B&B:93/97

Y_SCCIT1

School city 1
A preload variable that is the city where the school is located.

Applies to: All respondents.
Source: NPSAS: 93, B&B:93/94, B&B:93/97

Y_SCCNT1

School control 1
A preload variable that refers to the ownership of the school. Values are:

Applies to: All respondents.
Source: NPSAS: 93, B&B:93/94, B&B:93/97

Y_SCIPD1

School IPEDs number 1
>A preload variable that is the school identification number from the US Department of Education's Integrated Postsecondary Education Data System (IPEDS). For schools that were uncodeable in the IPEDS userexit, the values indicate which piece of information was missing:
><999996> Foreign school
><999997> School name unknown
><999998> School city unknown
><999999> State unknown

Applies to: All respondents.
Source: NPSAS: 93, B&B:93/94, B&B:93/97

Y_SCLEV1

School level 1
>A preload variable that indicates the length of time it takes to complete the highest level of program by the school.

Applies to: All respondents.
Source: NPSAS: 93, B&B:93/94, B&B:93/97

Y_SCNAM1

School name 1
>A preload variable that is the name of the school.

Applies to: All respondents.
Source: NPSAS: 93, B&B:93/94, B&B:93/97

Y_SCSNM1

School number 1

Applies to: All respondents.
Source: NPSAS: 93, B&B:93/94, B&B:93/97

Y_SCST1

School state 1
>A preload variable that is the state code where the school is located.

Applies to: All respondents.
Source: NPSAS: 93, B&B:93/94, B&B:93/97

B3GRAD

Attended a formal graduate program
Since February 1997, have you been enrolled in a formal graduate or professional degree
program?
0 = No, not enrolled in graduate school
1 = Yes, enrolled in graduate school

Applies to: All respondents.
Source:B&B:93/2003 interview

B3GRPG1

Type of graduate program 1
In what type of graduate degree program have you enrolled most recently?
1 = Post-baccalaureate certificate
2 = Master's degree
3 = Post-master's certificate
4 = Doctoral or professional degree

Applies to: Respondents who have enrolled in a graduate or professional degree program since
1997.
CATI code: B3GRAD equal 1.
Source:B&B:93/2003 interview

B3CRGRD1

Currently enrolled in graduate program 1
Are you currently enrolled in that program?
(If you have completed all of the requirements for your degree, but have not yet been
awarded your degree, please respond Yes to this question.)
0 = No, not currently enrolled
1 = Yes, currently enrolled

Applies to: Respondents who have enrolled in a graduate or professional degree program since
1997.
CATI code: B3GRAD equal 1.
Source:B&B:93/2003 interview

B3GRSI1

Grad school IPEDS unit number 1
What school [do/did] you attend for that program?
IPEDS:

Applies to: Respondents who have enrolled in a graduate or professional degree program since
1997.
CATI code: B3GRAD equal 1.
Source:B&B:93/2003 interview

B3GRSN1

Grad school name 1
What school [do/did] you attend for that program?
Name:

Applies to: Respondents who have enrolled in a graduate or professional degree program since
1997.
CATI code: B3GRAD equal 1.
Source:B&B:93/2003 interview

B3GRST1

Grad school city 1
What school [do/did] you attend for that program?
City:

Applies to: Respondents who have enrolled in a graduate or professional degree program since
1997.
CATI code: B3GRAD equal 1.
Source:B&B:93/2003 interview

B3GRSS1

Grad school state 1
What school [do/did] you attend for that program?
State:

Applies to: Respondents who have enrolled in a graduate or professional degree program since
1997.
CATI code: B3GRAD equal 1.
Source:B&B:93/2003 interview

B3GRSL1

Grad school level 1
What school [do/did] you attend for that program?
Level:

Applies to: Respondents who have enrolled in a graduate or professional degree program since
1997.
CATI code: B3GRAD equal 1.
Source:B&B:93/2003 interview

B3GRSC1

Grad school control 1
What school [do/did] you attend for that program?
Control:

Applies to: Respondents who have enrolled in a graduate or professional degree program since
1997.
CATI code: B3GRAD equal 1.
Source:B&B:93/2003 interview

B3MSTR1

Master's degree type at graduate school 1
    What master's degree [are you working on/were you working on at that time]?
    1 = MBA - Business Administration
    2 = MS - Science
    3 = MA - Arts
    4 = MEd - Education
    5 = MPA - Public Administration
    6 = MLS - Library Science
    7 = MPH - Public Health
    8 = MFA - Fine Arts
    9 = MAA - Applied Arts
    10 = MAT - Teaching
    11 = MDiv - Divinity
    12 = MSW - Social Work
    13 = Other

Applies to: Respondents who have enrolled in a master's degree program.
CATI code: B3GRAD equal 1 and B3PRG1 equal 2.
Source:B&B:93/2003 interview

B3PHDD1

Type of doctoral degree 1
    What doctoral or professional degree [are/were] you working on?
    (Please select only one.)
    DOCTORAL DEGREE:
    11 = Doctor of Philosophy (PhD)
    12 = Doctor of Education (EdD)
    13 = Doctor of Science (DSc/ScD) or Engineering (DEng)
    14 = Doctor of Psychology
    15 = Doctor of Business or Public Administration (DBA/DPA)
    16 = Doctor of Fine Arts (DFA)
    17 = Doctor of Theology (ThD)
    18 = Other doctoral degree not listed
    -5 = Not applicable

Applies to: Respondents who have enrolled in a doctoral or professional degree program.
CATI code: B3GRAD equal 1 and B3PRG1 equal 4.
Imputation note: if B3PHDD1 equal -5 then B3PHDD1 equal 0.
Source:B&B:93/2003 interview

B3PHDP1

Type of professional degree 1
    What doctoral or professional degree [are/were] you working on?
    (Please select only one.)
    PROFESSIONAL DEGREE:
    19 = Ministry or Divinity (MDiv/DMin/MHL/BD/ordination)
    20 = Law (LLB/JD)
    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 = Other professional degree not listed
    -5 = Not applicable

Applies to: Respondents who have enrolled in a doctoral or professional degree program.
CATI code: B3GRAD equal 1 and B3PRG1 equal 4.
Imputation note: if B3PHDP1 equal -5 then B3PHDP1 equal 0.
Source:B&B:93/2003 interview

B3GRFV1

Graduate major: text 1
    What [is/was] your major or field of study in your doctoral degree program at[name of
    school/at that school]?

Applies to: Respondents who have enrolled in a post-baccalaureate certificate, post master's
certificate, or enrolled in a master's of arts, master's of science or doctorate of philosophy
program.
CATI code: B3GRAD equal 1 and (B3GRPG1 equal 1,3 or B3MSTR1 equal 2,3 or B3PHDD1
equal 11).
Source:B&B:93/2003 interview

B3PG1TYP

Graduate 1 program type

Applies to: Respondents who have enrolled in a graduate or professional degree program and
who are pursuing a master's degree, doctoral degree or professional degree.
CATI code: B3GRAD equal 1 and (B3MSTR1 greater than 0 or B3PHDD1 greater than 0 or
B3PHDP1 greater than 0).
Note: This variable was created to combine B3MSTR1, B3PHDD1, and
B3PHDP1 and to indicate program type.
Source:B&B:93/2003 interview

B3GR1BMY

Graduate: date began program 1
    Combined date variable from B3GRM1, B3GRBY1.

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997.
CATI code: B3GRAD equal 1.
Source:B&B:93/2003 interview

B3GRFL1

Graduate field of study 1
    Please select the category that best describes [T_MAJTXT] using the dropdown boxes below.
    (Please select a general area, and a specific major within the general area, if applicable.)
    General area: Specific area:

Applies to: Respondents who have enrolled in a post-baccalaureate certificate, post master's certificate, or enrolled in a master's of arts, master's of science or doctorate of philosophy program.
CATI code: B3GRAD equal 1 and (B3GRPG1 equal 1,3 or B3MSTR1 equal 2,3 or B3PHDD1 equal 11).
Source:B&B:93/2003 interview

B3GRER1

Graduate: already received degree 1
    Have you already completed your program and received your [T_DEGTYP]?
    0 = No, earned graduate degree
    1 = Yes, did not earn grad degree
    -1 = Don't know

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997.
CATI code: B3GRAD equal 1.
Imputation note: If B3CRUG1 equal 1 then B3GRER1 equal 0. If B3CRGRD1 equal 0 and B3STLG1 equal 1 then B3GRER1 equal 0.
Source:B&B:93/2003 interview

B3GR1EMY

Graduate: date earned degree 1
In what month and year did you earn your [T_DEGTYP]?

Applies to: Respondents who have enrolled in and earned a graduate or professional degree since 1997.
CATI code: B3GRAD equal 1 and B3GRER1 equal 1.
Source:B&B:93/2003 interview

B3STLG1

Graduate: still working toward degree 1
    Are you still working toward your [T_DEGTYP]?
    0 = No, not still enrolled in graduate
    1 = Yes, still enrolled in graduate

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997, but are not currently enrolled.
CATI code: B3GRAD equal 1 and B3GRER1 equal 0.
Imputation note: If B3CRGRD1 equal 1 then B3STLG1 equal 1.
Source:B&B:93/2003 interview

B3GR1SMY

Graduate: date stopped degree 1
In what month and year did you stop working on your [T_DEGTYP]?

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997, who are not currently enrolled, have not earned their degree, and are not still working on their degree.
CATI code: B3GRAD equal 1 and B3CRGRD1 equal 0 and B3GRER1 equal 0 and B3STLG1 equal 0,-9
Source:B&B:93/2003 interview

B3GRXY1

Graduate: year expect degree 1
    In what year do you expect to be awarded your [T_DEGTYP]?

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997, who have not yet earned their degree but are still working toward their degree.
CATI code: B3GRAD equal 1 and B3GRER1 equal 0 and B3STLG1 equal 1.
Source:B&B:93/2003 interview

B3GLVA1

Left graduate 1: academic problems
    Why did you decide to leave your [T_DEGTYP] program without completing the degree?
    Academic problems
    0 = No academic problems
    1 = Yes, academic problems

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997, who are not currently enrolled, have not earned their degree, and are not still working on their degree.
CATI code: B3GRAD equal 1 and B3CRGRD1 equal 0 and B3GRER1 equal 0 and B3STLG1 equal 0,-9
Source:B&B:93/2003 interview

B3GLVB1

Left graduate 1: scheduling/availability
    Why did you decide to leave your [T_DEGTYP] program without completing the degree?
    Classes not available or scheduling not convenient
    0 = No, scheduling difficulties
    1 = Yes, scheduling difficulties

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997, who are not currently enrolled, have not earned their degree, and are not still working on their degree.
CATI code: B3GRAD equal 1 and B3CRGRD1 equal 0 and B3GRER1 equal 0 and B3STLG1 equal 0,-9
Source:B&B:93/2003 interview

B3GLVC1

Left graduate 1: unsatisfied with school
    Why did you decide to leave your [T_DEGTYP] program without completing the degree?
    Not satisfied with program, school, campus, facilities
    0 = No, unsatisfied with school
    1 = Yes, unsatisfied with school

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997, who are not currently enrolled, have not earned their degree, and are not still working on their degree.
CATI code: B3GRAD equal 1 and B3CRGRD1 equal 0 and B3GRER1 equal 0 and B3STLG1 equal 0,-9
Source:B&B:93/2003 interview

B3GLVD1

Left graduate 1: program closed
    Why did you decide to leave your [T_DEGTYP] program without completing the degree?
    School or program closed or lost accreditation
    0 = No, program closed
    1 = Yes, program closed

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997, who are not currently enrolled, have not earned their degree, and are not still working on their degree.
CATI code: B3GRAD equal 1 and B3CRGRD1 equal 0 and B3GRER1 equal 0 and B3STLG1 equal 0,-9
Source:B&B:93/2003 interview

B3GLVE1

Left graduate 1: done taking class
    Why did you decide to leave your [T_DEGTYP] program without completing the degree?
    Done taking desired classes
    0 = No, finished classes
    1 = Yes, finished classes

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997, who are not currently enrolled, have not earned their degree, and are not still working on their degree.
CATI code: B3GRAD equal 1 and B3CRGRD1 equal 0 and B3GRER1 equal 0 and B3STLG1 equal 0,-9
Source:B&B:93/2003 interview

B3GLVF1

Left graduate 1: changed program
    Why did you decide to leave your [T_DEGTYP] program without completing the degree?
    Deciding on a different program of study
    0 = No, changed program
    1 = Yes, changed program

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997, who are not currently enrolled, have not earned their degree, and are not still working on their degree.
CATI code: B3GRAD equal 1 and B3CRGRD1 equal 0 and B3GRER1 equal 0 and B3STLG1 equal 0,-9
Source:B&B:93/2003 interview

B3GLVG1

Left graduate 1: taking time off
    Why did you decide to leave your [T_DEGTYP] program without completing the degree?
    Taking time off from studies
    0 = No, taking time off
    1 = Yes, taking time off

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997, who are not currently enrolled, have not earned their degree, and are not still working on their degree.
CATI code: B3GRAD equal 1 and B3CRGRD1 equal 0 and B3GRER1 equal 0 and B3STLG1 equal 0,-9
Source:B&B:93/2003 interview

B3GLVH1

Left graduate 1: enrollment not suitable
    Why did you decide to leave your [T_DEGTYP] program without completing the degree?
    Enrollment doesn't suit lifestyle
    0 = No, enrollment unsuitable
    1 = Yes, enrollment unsuitable

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997, who are not currently enrolled, have not earned their degree, and are not still working on their degree.
CATI code: B3GRAD equal 1 and B3CRGRD1 equal 0 and B3GRER1 equal 0 and B3STLG1 equal 0,-9
Source:B&B:93/2003 interview

B3GLVI1

Left graduate 1: job/military conflict
    Why did you decide to leave your [T_DEGTYP] program without completing the degree?
    Conflicts with job or military
    0 = No, job conflict
    1 = Yes, job conflict

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997, who are not currently enrolled, have not earned their degree, and are not still working on their degree.
CATI code: B3GRAD equal 1 and B3CRGRD1 equal 0 and B3GRER1 equal 0 and B3STLG1 equal 0,-9
Source:B&B:93/2003 interview

B3GLVJ1

Left graduate 1: needed to work
    Why did you decide to leave your [T_DEGTYP] program without completing the degree?
    Needed to work
    0 = No, needed to work
    1 = Yes, needed to work

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997, who are not currently enrolled, have not earned their degree, and are not still working on their degree.
CATI code: B3GRAD equal 1 and B3CRGRD1 equal 0 and B3GRER1 equal 0 and B3STLG1 equal 0,-9
Source:B&B:93/2003 interview

B3GLVK1

Left graduate 1: other financial reasons
    Why did you decide to leave your [T_DEGTYP] program without completing the degree?
    Other financial reasons
    0 = No, financial reasons
    1 = Yes, financial reasons

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997, who are not currently enrolled, have not earned their degree, and are not still working on their degree.
CATI code: B3GRAD equal 1 and B3CRGRD1 equal 0 and B3GRER1 equal 0 and B3STLG1 equal 0,-9
Source:B&B:93/2003 interview

B3GLVL1

Left graduate 1: change in family status
    Why did you decide to leave your [T_DEGTYP] program without completing the degree?
    Change in family status (e.g., marriage, baby, death in family)
    0 = No change in family status
    1 = Change in family status

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997, who are not currently enrolled, have not earned their degree, and are not still working on their degree.
CATI code: B3GRAD equal 1 and B3CRGRD1 equal 0 and B3GRER1 equal 0 and B3STLG1 equal 0,-9
Source:B&B:93/2003 interview

B3GLVM1

Left graduate 1: personal problems
    Why did you decide to leave your [T_DEGTYP] program without completing the degree?
    Conflicts with demands at home or personal problems
    0 = No, personal problems
    1 = Personal problems

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997, who are not currently enrolled, have not earned their degree, and are not still working on their degree.
CATI code: B3GRAD equal 1 and B3CRGRD1 equal 0 and B3GRER1 equal 0 and B3STLG1 equal 0,-9
Source:B&B:93/2003 interview

B3GLVN1

Left graduate 1: other career interests
Why did you decide to leave your [T_DEGTYP] program without completing the degree?
To pursue other career interests
0 = No, career interests
1 = Yes, career interests

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997, who are not currently enrolled, have not earned their degree, and are not still working on their degree.
CATI code: B3GRAD equal 1 and B3CRGRD1 equal 0 and B3GRER1 equal 0 and B3STLG1 equal 0,-9
Source:B&B:93/2003 interview

B3GLV01

Left graduate 1: pursue other interests
Why did you decide to leave your [T_DEGTYP] program without completing the degree?
To pursue other interests (e.g., travel, hobbies, etc.)
0 = No, other interests
1 = Yes, other interests

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997, who are not currently enrolled, have not earned their degree, and are not still working on their degree.
CATI code: B3GRAD equal 1 and B3CRGRD1 equal 0 and B3GRER1 equal 0 and B3STLG1 equal 0,-9
Source:B&B:93/2003 interview

B3GLVX1

Left graduate 1: other
Why did you decide to leave your [T_DEGTYP] program without completing the degree?
Other
0 = No, other reasons
1 = Yes, other reasons

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997, who are not currently enrolled, have not earned their degree, and are not still working on their degree.
CATI code: B3GRAD equal 1 and B3CRGRD1 equal 0 and B3GRER1 equal 0 and B3STLG1 equal 0,-9
Source:B&B:93/2003 interview

B3GLVW1

Left graduate 1: no reason
Why did you decide to leave your [T_DEGTYP] program without completing the degree?
No reason
0 = No reason
1 = Reason

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997, who are not currently enrolled, have not earned their degree, and are not still working on their degree.
CATI code: B3GRAD equal 1 and B3CRGRD1 equal 0 and B3GRER1 equal 0 and B3STLG1 equal 0,-9
Source:B&B:93/2003 interview

B3GRPL1

Graduate 1: plan to complete in future
Do you plan to complete this [T_DEGTYP] at any time in the future?
0 = No, plan to complete
1 = Yes, plan to complete

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997, who are not currently enrolled, have not earned their degree, and are not still working on their degree.
CATI code: B3GRAD equal 1 and B3CRGRD1 equal 0 and B3GRER1 equal 0 and B3STLG1 equal 0,-9
Source:B&B:93/2003 interview

B3GRRE1

Graduate 1: when plan to return
When do you think you'll return to complete the program?
1 = Within the next 2 years
2 = In 3 to 5 years
3 = In more than 5 years

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997, are not currently enrolled, but indicated they plan to return to their program.
CATI code: B3GRAD equal 1 and B3CRGRD1 equal 0 and B3GRPL1 equal 1.
Source:B&B:93/2003 interview

B3GRCN1

Graduate 1: continuity of enrollment
While working on your [T_DEGTYP], [have you been continuously enrolled, or have you taken off one or more semesters (academic terms), other than summer sessions?/Were you continuously enrolled, or did you take off one or more semesters (academic terms), other than summer sessions?]
1 = Continuously enrolled
2 = Took off at least one semester/term

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997.
CATI code: B3GRAD equal 1.
Source:B&B:93/2003 interview

B3GRFT1

Graduate 1: enrollment status
> While working on your [T_DEGTYP], [are/were] you usually enrolled as a full-time or part-time student?
> 1 = Full-time
> 2 = Part-time
> 3 = Mix of full-time and part-time

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997.
CATI code: B3GRAD equal 1.
Source:B&B:93/2003 interview

B3GRTM1

Graduate 1: time attended classes
> At what time of day [do/did] you primarily attend classes for your [T_DEGTYP]?
> 1 = Days (between 8:00 am and 6:00 pm)
> 2 = Mornings only (between 8:00 am and noon)
> 3 = Afternoons only (between noon and 6:00pm)
> 4 = Evenings (anytime after 6:00 pm)
> 5 = Weekends
> 6 = Whenever they are/were offered

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997.
CATI code: B3GRAD equal 1.
Source:B&B:93/2003 interview

B3GRAA1

Graduate 1 aid: student loans
> Which of the following types of financial aid have you received to help cover educational expenses for your [T_DEGTYP]?
> (Please check all that apply.)
> Student loans
> 0 = No, student loans
> 1 = Yes, student loans

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997.
CATI code: B3GRAD equal 1.
Source:B&B:93/2003 interview

B3GRAB1

Graduate 1 aid: other bank loans
> Which of the following types of financial aid have you received to help cover educational expenses for your [T_DEGTYP]?
> (Please check all that apply.)
> Personal loans from banks or private organizations
> 0 = No, other bank loans
> 1 = Yes, other bank loans

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997.
CATI code: B3GRAD equal 1.
Source:B&B:93/2003 interview

B3GRAC1

Graduate 1 aid: grants or scholarships
> Which of the following types of financial aid have you received to help cover educational expenses for your [T_DEGTYP]?
> (Please check all that apply.)
> Grants or scholarships
> 0 = No, grants or scholarships
> 1 = Yes, grants or scholarships

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997.
CATI code: B3GRAD equal 1.
Source:B&B:93/2003 interview

B3GRAD1

Graduate 1 aid: fellowships
> Which of the following types of financial aid have you received to help cover educational expenses for your [T_DEGTYP]?
> (Please check all that apply.)
> Fellowships
> 0 = No, fellowships
> 1 = Yes, fellowships

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997.
CATI code: B3GRAD equal 1.
Source:B&B:93/2003 interview

B3GRAE1

Graduate 1 aid: teaching assistantships
    Which of the following types of financial aid have you received to help cover educational
    expenses for your [T_DEGTYP]?
    (Please check all that apply.)
    Teaching assistantships
    0 = No, teaching assistantships
    1 = Yes, teaching assistantships

Applies to: Respondents who have enrolled in a graduate or professional degree program since
1997.
CATI code: B3GRAD equal 1.
Source:B&B:93/2003 interview

B3GRAF1

Graduate 1 aid: research assistantships
    Which of the following types of financial aid have you received to help cover educational
    expenses for your [T_DEGTYP]?
    (Please check all that apply.)
    Research assistantships
    0 = No, research assistantships
    1 = Yes, research assistantships

Applies to: Respondents who have enrolled in a graduate or professional degree program since
1997.
CATI code: B3GRAD equal 1.
Source:B&B:93/2003 interview

B3GRAG1

Graduate 1 aid: other types of assistantship
    Which of the following types of financial aid have you received to help cover educational
    expenses for your [T_DEGTYP]?
    (Please check all that apply.)
    Any other types of graduate assistantship
    0 = No, other assistantship
    1 = Yes, other assistantship

Applies to: Respondents who have enrolled in a graduate or professional degree program since
1997.
CATI code: B3GRAD equal 1.
Source:B&B:93/2003 interview

B3GRAH1

Graduate 1 aid: employer tuition reimburse
    Which of the following types of financial aid have you received to help cover educational
    expenses for your [T_DEGTYP]?
    (Please check all that apply.)
    Tuition reimbursement from your employer
    0 = No, employer tuition reimbursement
    1 = Yes, employer tuition reimbursement

Applies to: Respondents who have enrolled in a graduate or professional degree program since
1997.
CATI code: B3GRAD equal 1.
Source:B&B:93/2003 interview

B3GRAI1

Graduate 1 aid: personal loans or gifts
    Which of the following types of financial aid have you received to help cover educational
    expenses for your [T_DEGTYP]?
    (Please check all that apply.)
    Personal loans or gifts from your family or other individuals
    0 = No, personal loans or gifts
    1 = Yes, personal loans or gifts

Applies to: Respondents who have enrolled in a graduate or professional degree program since
1997.
CATI code: B3GRAD equal 1.
Source:B&B:93/2003 interview

B3GRAJ1

Graduate 1 aid: other financial aid
    Which of the following types of financial aid have you received to help cover educational
    expenses for your [T_DEGTYP]?
    (Please check all that apply.)
    Any other financial aid
    0 = No, other financial aid
    1 = Yes, other financial aid

Applies to: Respondents who have enrolled in a graduate or professional degree program since
1997.
CATI code: B3GRAD equal 1.
Source:B&B:93/2003 interview

B3GRAK1

Graduate 1 aid: no aid received
> Which of the following types of financial aid have you received to help cover educational expenses for your [T_DEGTYP]?
> (Please check all that apply.)
> None of the above - did not receive any financial aid
> 0 = No aid received
> 1 = Aid received

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997.
CATI code: B3GRAD equal 1.
Source:B&B:93/2003 interview

B3GRAL1

Graduate 1 aid: tuition waivers
> Which of the following types of financial aid have you received to help cover educational expenses for your [T_DEGTYP]?
> (Please check all that apply.)
> Tuition waivers
> 0 = No, tuition waivers
> 1 = Yes, tuition waivers

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997.
CATI code: B3GRAD equal 1.
Source:B&B:93/2003 interview

B3GCHP1

Graduate 1: reason pursued program
> What was your primary reason for pursuing the [post-baccalaureate certificate/master's degree/post-master's certificate/doctorate] in [degree field]?
> (Please select only one.)
> 1 = Required to maintain or advance career
> 2 = Wanted to change careers
> 3 = No jobs available in your ugrad field
> 4 = Earn higher salaries
> 5 = Qualify for higher level jobs
> 6 = Personal interest or enrichment
> 7 = Other

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997.
CATI code: B3GRAD equal 1.
Source:B&B:93/2003 interview

B3GCSC1

Graduate 1: reason chose school
> What was your primary reason for deciding to attend [Name of school]?
> (Please select only one.)
> 1 = Reputation of school, program, faculty
> 2 = Financial aid package offered
> 3 = Location of the school
> 4 = Attended same school as an undergraduate
> 5 = Costs (tuition, living exp) affordable
> 6 = Able to continue working while in school
> 7 = Only school that accepted application
> 8 = Recommended by faculty, family, friends
> 9 = Only program of its kind
> 10 = Offers opportunities for spouse/partner
> 11 = Program accommodates family demands
> 12 = Other

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997.
CATI code: B3GRAD equal 1.
Source:B&B:93/2003 interview

B3GSAA1

Graduate 1 satisfaction: faculty/teaching
> Which of the following aspects of your [T_DEGTYP] [are/were] you very satisfied with at [Name of school]?
> (Please check all that apply.)
> Faculty/teaching
> 0 = Not satisfied faculty/teaching
> 1 = Yes, satisfied faculty/teaching

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997.
CATI code: B3GRAD equal 1.
Source:B&B:93/2003 interview

B3GSAB1

Graduate 1 satisfaction: courses offered
> Which of the following aspects of your [T_DEGTYP] [are/were] you very satisfied with at [Name of school]?
> (Please check all that apply.)
> Courses offered
> 0 = Not satisfied courses offered
> 1 = Yes, satisfied courses offered

Applies to: Respondents who have enrolled in a graduate or professional degree program since 1997.
CATI code: B3GRAD equal 1.
Source:B&B:93/2003 interview

B3GSAC1

Graduate 1 satisfaction: course availability
Which of the following aspects of your [T_DEGTYP] [are/were] you very satisfied with at
[Name of school]?
(Please check all that apply.)
Course availability
0 = Not satisfied course availability
1 = Yes, satisfied course availability

Applies to: Respondents who have enrolled in a graduate or professional degree program since
1997.
CATI code: B3GRAD equal 1.
Source:B&B:93/2003 interview

B3GSAD1

Graduate 1 satisfaction: career preparation
Which of the following aspects of your [T_DEGTYP] [are/were] you very satisfied with at
[Name of school]?
(Please check all that apply.)
Career preparation
0 = Not satisfied career preparation
1 = Yes, satisfied career preparation

Applies to: Respondents who have enrolled in a graduate or professional degree program since
1997.
CATI code: B3GRAD equal 1.
Source:B&B:93/2003 interview

B3GSAW1

Graduate 1 satisfaction: none of the above
Which of the following aspects of your [T_DEGTYP] [are/were] you very satisfied with at
[Name of school]?
(Please check all that apply.)
None of the above
0 = Not satisfied none above
1 = Yes, satisfied none above

Applies to: Respondents who have enrolled in a graduate or professional degree program since
1997.
CATI code: B3GRAD equal 1.
Source:B&B:93/2003 interview

B3GNEXT1

Attended other graduate programs
Have you been enrolled in any other formal graduate education program since February
1997?
0 = No, other graduate programs
1 = Yes, other graduate programs

NOTE: If a respondent answers "yes" to this question, they will repeat through questions
B3GRAD-B3GSAW reporting on the second graduate or professional degree program in which
they have enrolled. The graduate questions will repeat an unlimited number of times until the
respondent indicates he/she has not enrolled in any other graduate or professional degree
programs.

Applies to: Respondents who have enrolled in a graduate or professional degree program since
1997.
CATI code: B3GRAD equal 1.
Source:B&B:93/2003 interview

B3GREXM

Took graduate admission exam last 10 years
Have you taken any graduate admissions exams, such as the GRE, GMAT, MCAT, or
LSAT, since 1997?
0 = Have not taken grad admission exam
1 = Have taken grad admission exam

Applies to: Respondents who have not enrolled in a formal graduate or professional degree
program since 1997.
CATI code: B3GRAD not equal 1.
Source:B&B:93/2003 interview

B3GRAPP

Applied to graduate program in last 10 years
Have you applied to any graduate programs since 1997?
0 = Have not applied to grad program
1 = Have applied to grad program

Applies to: All respondents.
Imputation note: If B3GRAD equal 1 then B3GRAPP equal 1.
Source:B&B:93/2003 interview

B3UG

Attended a formal undergraduate program
Since February 1997, have you enrolled in a formal undergraduate program (to earn an
additional bachelor's degree, an associate's degree, or a vocational or technical diploma or
certificate)?
0 = Have not applied to undergrad program
1 = Have applied to undergrad program

Applies to: All respondents.
Source:B&B:93/2003 interview

B3UGPG1

Undergraduate 1: type of program
    In what type of program were you enrolled most recently?
    1 = Technical diploma or certificate
    2 = Associate's degree
    3 = Bachelor's degree

Applies to: Respondents who have enrolled in a formal undergraduate program since 1997.
CATI code: B3UG equal 1
Source:B&B:93/2003 interview

B3CRUG1

Undergraduate 1: currently enrolled
    Are you currently enrolled in that program?
    0 = Not currently enrolled, undergraduate 1
    1 = Currently enrolled, undergraduate 1

Applies to: Respondents who have enrolled in a formal undergraduate program since 1997.
CATI code: B3UG equal 1
Source:B&B:93/2003 interview

B3UGFV1

Undergraduate major: text 1
    What [is/was] your major or field of study for your [T_UGTYP]?

Applies to: Respondents who have enrolled in a formal undergraduate program since 1997.
CATI code: B3UG equal 1. Note: There is no undergraduate major code associated with the verbatim major field of study.
Source:B&B:93/2003 interview

B3UGER1

Undergraduate 1: already received degree
    Have you already earned your [T_UGTYP]?
    0 = Have not earned undergrad degree 1
    1 = Earned undergrad degree 1

Applies to: Respondents who have enrolled in a formal undergraduate program since 1997.
CATI code: B3UG equal 1.
Imputation note: If B3CRUG1 equal 1 then B3UGER1 equal 0. If B3CRUG1 equal 0 and B3STLU1 equal 1 then B3UGER1 equal 0.
Source:B&B:93/2003 interview

B3STLU1

Undergraduate 1: still working on degree
    Are you still working toward your [T_UGTYP]?
    0 = Not still enrolled in undergraduate 1
    1 = Still enrolled in undergraduate 1

Applies to: Respondents who have enrolled in a formal undergraduate program and who have not yet earned their degree.
CATI code: B3UG equal 1 and B3UGER1 not equal 1.
Imputation note: If B3CRUG1 equal 1 then B3STLU1 equal 1.
Source:B&B:93/2003 interview

B3UNEXT1

Enrolled in undergraduate program 2 (1)
    Besides the program[s] for your [technical program or certificate/ associate's degree/bachelor's degree]in [degree field], have you been enrolled in any other formal undergraduate education program since February 1997?
    0 = Have not enrolled in undergrad program 2
    1 = Have enrolled in undergrad program 2

NOTE: If a respondent answers "yes" to this question, they will be asked B3UGPG-B3STLU reporting on the second program in which they have enrolled. The undergraduate questions will repeat an unlimited number of times or until the respondent indicates he/she has not enrolled in any other programs.

Applies to: Respondents who have enrolled in a formal undergraduate program since 1997.
CATI code: B3UG equal 1
Source:B&B:93/2003 interview

B3PRGCRT

Grad/undergrad required for certification
    [Is your/Was your/Were any of your/Are or were any of your] [graduate/professional/undergraduate/or both] program[s] required for you to qualify for or maintain an occupational license or professional certification?
    0 = No
    1 = Yes

Applies to: Respondents who have enrolled in a graduate or professional degree program or an undergraduate degree program.
CATI code: B3GRAD equal 1 or B3UG equal 1.
Source:B&B:93/2003 interview

B3PROCRT

Took classes for professional certification
  [if iPRGCRT equal 1 then]
  Since February 1997, have you enrolled in any other programs or taken any other classes necessary to qualify for or maintain that license or certificate?
  [else]
  Since February 1997, have you enrolled in [any/any other]programs or taken [any/any other] classes necessary to qualify for or maintain an occupational license or specialized professional certification, or pursued a license or certification without taking classes?
  0 = No
  1 = Yes, have enrolled in or taken classes for a license or certificate
  2 = Yes, have pursued a license or certificate without taking classes

Applies to: All respondents.
Source:B&B:93/2003 interview

B3CRCT1

Certificate 1: currently enrolled
  [if iteration equal 1 then]
  [if PRGCRT equal 1 and PROCRT equal 1 then]
  The next set of questions refers to the classes you have taken to prepare for your licensure/certification, not to the classes you took as part of the degree program you indicated was also required.
  Are you currently [enrolled for your/pursuing that]licensure or certification?
  [else]
  Besides the program[s] for [renewing your license/certificate/ or both] [certification/licensure/or both] in [areas], you said you've [been enrolled in another program for/pursued another] professional certification or licensure since February of 1997. Are you currently [enrolled in that program/pursuing that certificate or license]?
  0 = Not currently enrolled, certificate 1
  1 = Currently enrolled, certificate 1

Applies to: Respondents whose graduate or undergraduate degree programs are necessary to qualify for or maintain an occupational license or certificate or respondents who have enrolled in a program or taken classes to qualify or maintain an occupation license.
CATI code: (B3PRGCRT equal 1 and ((B3GRAD equal 1 and B3GNEXT1 equal 1) or (B3GRAD equal 1 and B3UG equal 1) or (B3UG equal 1 and B3UNEXT1 equal 1) or B3PROCRT equal 1,2.
Source:B&B:93/2003 interview

B3CTST1

Certificate 1: type of school
  What type of school [are you attending/did you attend] for that licensure or certification?
  1 = 4-year college or university
  2 = Community or junior college
  3 = Technical or vocational school
  4 = Classes are provided at work
  5 = Classes provided thru seminar, conference
  6 = Other

Applies to: Respondents who have enrolled in a certification or licensing program, or those respondents whose graduate or undergraduate programs are necessary to qualify for or maintain an occupational license or certificate.
CATI code: B3PROCRT equal 1 or (B3PRGCRT equal 1 and ((B3GRAD equal 1 and B3GNEXT1 equal 1)
or (B3GRAD equal 1 and B3UG equal 1) or (B3UG equal 1 and B3UNEXT1 equal 1)).
Source:B&B:93/2003 interview

B3CTLI1

Certification or licensing program 1
  [Are/When you were most recently enrolled, were] you seeking an occupational license or a professional certificate?
  1 = License
  2 = Certificate
  3 = License and certificate considered the same in your area

Applies to: Respondents who have enrolled in a program or taken classes necessary to qualify for or maintain an occupation, or respondents whose graduate or undergraduate degree program(s) is necessary to qualify for or maintain an occupational license or professional certification.
CATI code: B3PROCRT equal 1,2 or B3PRGCRT equal 1.
Source:B&B:93/2003 interview

B3NEWC1

Seeking new license/certification 1
  [Were/are] you seeking new [licensure/certification/or both], upgrading a [license/certificate/or both], or [were/are] you renewing a [license/certificate/or both] you already [held/hold]?
  1 = Seeking new certificate or license
  2 = Upgrading certificate or license
  3 = Renewing certificate or license

Applies to: Respondents who have enrolled in a program or taken classes necessary to qualify for or maintain an occupational license, or respondents whose graduate or undergraduate degree program(s) is necessary to qualify for or maintain an occupational license or professional certification.
CATI code: B3PROCRT equal 1,2 or B3PRGCRT equal 1.
Source:B&B:93/2003 interview

B3CTTV1

Certificate 1 type - verbatim string
    In what area [are/were] you seeking [licensure/certification/or both]?

Applies to: Respondents who are seeking new licensure or upgrading a license or certificate they already hold.
CATI code: (B3PROCRT equal 1,2 or B3PRGCRT equal 1) and B3NEWC1 not equal 3.
Source:B&B:93/2003 interview

B3CTTG1

Certificate 1: general area
    Please select the category that best describes [CTTYV1.CTTV1] using the dropdown boxes below.
    (Please select a general area, and a specific category within the general area, if applicable.)
    General area: Specific area:

Applies to: Respondents who are seeking new licensure or upgrading a license or certificate they already hold.
CATI code: (B3PROCRT equal 1,2 or B3PRGCRT equal 1) and B3NEWC1 not equal 3.
Source:B&B:93/2003 interview

B3CTTV2

Certificate 2 type - verbatim string
    In what area [are/were] you seeking [licensure/certification/or both]?

Applies to: Respondents who have enrolled in or taken classes for at least two certification or licensing programs, and who are seeking new licensure or upgrading a license or certificate they already hold.
CATI code: (B3PROCRT equal 1,2 or B3PRGCRT equal 1) and B3CNEXT1 equal 1 and B3NEWC2 not equal 3.
Source:B&B:93/2003 interview

B3CTOR1

Certificate 1: type of entity issuing
    [Is/Will] that [license/certificate] [be] issued by the government, an industry, a company, or some other organization?
    1 = Federal, state, or local government
    2 = Industry
    3 = Company
    4 = Other

Applies to: Respondents who are seeking new licensure or upgrading a license or certificate they already hold.
CATI code: (B3PROCRT equal 1,2 or B3PRGCRT equal 1) and B3NEWC1 not equal 3.
Source:B&B:93/2003 interview

B3CTER1

Certificate 1: already completed
    Have you already earned your [license/certificate]?

Applies to: Respondents who have enrolled in or taken classes for a certificate or license, except those respondents that are not currently enrolled and renewing their license.
CATI code: B3PROCRT equal 1,2 or B3PRGCRT equal 1 and (B3CRCT1 equal 0 and B3NEWC1 equal 3).
Imputation note: If B3CRCT1 equal 1 then B3CTER1 equal 0. Note: There was a CATI error detected during data collection. The problem was fixed and missing data was replaced with a -8 to indicate a CATI error.
Source:B&B:93/2003 interview

B3CTEXP1

Certificate 1: expect to complete
    Do you expect to complete your [license/certificate] in the future?

Applies to: Respondents who have not earned their certificate or license and are not currently enrolled.
CATI code: B3PROCRT equal 1,2 or B3PRGCRT equal 1 and (B3CTER1 equal 0 and B3CRCT1 not equal 1).
Source:B&B:93/2003 interview

B3CTEX1

Certificate 1: exam required
    Is a test or other examination necessary to [obtain/upgrade] that [licensure/certification/or both]?
    0 = No exam required, certificate 1
    1 = Exam required, certificate 1

Applies to: Respondents who are seeking new licensure or upgrading a license or certificate they already hold.
CATI code: (B3PROCRT equal 1,2 or B3PRGCRT equal 1) and B3NEWC1 not equal 3.
Source:B&B:93/2003 interview

B3CTPRA1

Certification preparation: test preparation classes
    Which of the following have you done to prepare for your licensure or certification?
    (Please check all that apply.)
    Took test preparation classes
    0 = Did not take prep classes, cert 1
    1 = Took prep classes, cert 1

Applies to: Respondents who are seeking new licensure or upgrading a license or certificate they already hold.
CATI code: (B3PROCRT equal 1,2 or B3PRGCRT equal 1) and B3NEWC1 not equal 3.
Source:B&B:93/2003 interview

B3CTPRB1

Certification preparation: practice, internship
    Which of the following have you done to prepare for your licensure or certification?
    (Please check all that apply.)
    Participated in supervised practice, internship, or apprenticeship
    0 = Did not have internship, certificate 1
    1 = Have internship, certificate 1

Applies to: Respondents who are seeking new licensure or upgrading a license or certificate they already hold.
CATI code: (B3PROCRT equal 1,2 or B3PRGCRT equal 1) and B3NEWC1 not equal 3.
Source:B&B:93/2003 interview

B3CTPRC1

Certification preparation: work required hours
    Which of the following have you done to prepare for your licensure or certification?
    (Please check all that apply.)
    Worked minimum number of hours required for licensure
    0 = No, worked minimum hours, cert 1
    1 = Worked, minimum hours, cert 1

Applies to: Respondents who are seeking new licensure or upgrading a license or certificate they already hold.
CATI code: (B3PROCRT equal 1,2 or B3PRGCRT equal 1) and B3NEWC1 not equal 3.
Source:B&B:93/2003 interview

B3CTPRW1

Certification preparation: none of the above
    Which of the following have you done to prepare for your licensure or certification?
    (Please check all that apply.)
    None of the above
    0 = No, none of the above prep, cert 1
    1 = Yes, none of the above prep, cert 1

Applies to: Respondents who are seeking new licensure or upgrading a license or certificate they already hold.
CATI code: (B3PROCRT equal 1,2 or B3PRGCRT equal 1) and B3NEWC1 not equal 3.
Source:B&B:93/2003 interview

B3CTAMT1

Certificate 1: time spent
    About how much time [have you spent preparing/was required for you to prepare] for your [license/certificate/or both]?
    (Please enter the number of hours, days, weeks, months or years required.)
    Amount   Unit of time

Applies to: Respondents who have enrolled in a formal license or certification program and indicated they have already earned or upgraded their license or certificate.
CATI code: (B3PROCRT equal 1 or B3PRGCRT equal 1) and B3NEWC1 not equal 3 and B3CTER1 equal 1,-8.
Source:B&B:93/2003 interview

B3CTTIM1

Certificate 1: unit of time
    About how much time [have you spent preparing/was required for you to prepare] for your [license/certificate/or both]?
    (Please enter the number of hours, days, weeks, months or years required.)
    Amount   Unit of time

Applies to: Respondents who have enrolled in a formal license or certification program and indicated they have already earned or upgraded their license or certificate.
CATI code: (B3PROCRT equal 1 or B3PRGCRT equal 1) and B3NEWC1 not equal 3 and B3CTER1 equal 1,-8.
Source:B&B:93/2003 interview

B3CTCOM1

Total hours to complete certification 1

    if B3CTTIM1 = 1 (hours)   B3CTCOM1 = B3CTAMT1
    if B3CTTIM1 = 2 (days)   B3CTCOM1 = B3CTAMT1 * 8
    if B3CTTIM1 = 3 (weeks)   B3CTCOM1 = B3CTAMT1 * 40
    if B3CTTIM1 = 4 (months)   B3CTCOM1 = B3CTAMT1 * 173.33
    if B3CTTIM1 = 5 (years)   B3CTCOM1 = B3CTAMT1 * 2080

Applies to: Respondents who have enrolled in a formal license or certification program and indicated they have already earned or upgraded their license or certificate.
CATI code: (B3PROCRT equal 1 or B3PRGCRT equal 1) and B3NEWC1 not equal 3 and B3CTER1 equal 1,-8.
Source:B&B:93/2003 interview

B3CTCN1

Certificate 1: continuity of enrollment
    While working on your [license/certificate/or both], [have you taken off any semesters (terms) other than summer sessions, or have you been continuously enrolled?/ did you take off any semesters (terms) other than summer sessions, or were you continuously enrolled?]
    0 = Not applicable-course was less than a semester or term
    1 = Took off at least one semester or term
    2 = Continuously enrolled
    -5 = Not applicable - course [is/was] less than a semester or term

Applies to: Respondents who have enrolled in a certification or licensing program, or those respondents whose graduate or undergraduate programs are necessary to qualify for or maintain an occupational license or certificate. This question excludes respondents who are only renewing their license or certificate.
CATI code: B3PROCRT equal 1 or (B3PRGCRT equal 1 and ((B3GRAD equal 1 and B3GNEXT1 equal 1) or (B3GRAD equal 1 and B3UG equal 1) or (B3UG equal 1 and B3UNEXT1 equal 1)) and B3CNEWC1 not equal 3.
Source:B&B:93/2003 interview

B3CTFT1

Certificate 1: intensity of enrollment
  While working on your [license/certificate/ or both], [are/were] you usually enrolled as a full-time or part-time student?
    0 = Not applicable-course was less than a semester
    1 = Full-time enrolled
    2 = Part-time enrolled
    3 = Mix of full and part-time enrollment
    -5 = Not applicable - course [is/was] less than a semester or term

Applies to: Respondents who have enrolled in a certification or licensing program, or those respondents whose graduate or undergraduate programs are necessary to qualify for or maintain an occupational license or certificate. This question excludes respondents who are only renewing their license or certificate.
CATI code: B3PROCRT equal 1 or (B3PRGCRT equal 1 and ((B3GRAD equal 1 and B3GNEXT1 equal 1) or (B3GRAD equal 1 and B3UG equal 1) or (B3UG equal 1 and B3UNEXT1 equal 1)) and B3CNEWC1 not equal 3.
Source:B&B:93/2003 interview

B3CTTA1

Certificate 1: time of day of classes
  While working on your [license/certificate/ or both], at what time of day [do/did] you primarily attend classes?
    1 = Days (anytime between 8:00 am and 6:00 pm)
    2 = Mornings only (between 8:00 am and noon)
    3 = Afternoons only (between noon and 6:00pm)
    4 = Evenings (anytime after 6:00 pm)
    5 = Weekends
    6 = Whenever they were offered

Applies to: Respondents who have enrolled in a certification or licensing program, or those respondents whose graduate or undergraduate programs are necessary to qualify for or maintain an occupational license or certificate. This question excludes respondents who are only renewing their license or certificate.
CATI code: B3PROCRT equal 1 or (B3PRGCRT equal 1 and ((B3GRAD equal 1 and B3GNEXT1 equal 1) or (B3GRAD equal 1 and B3UG equal 1) or (B3UG equal 1 and B3UNEXT1 equal 1)) and B3CNEWC1 not equal 3.
Source:B&B:93/2003 interview

B3CTEM1

Certificate 1: employed while enrolled
  [Have you been/Were you] employed while you [have been/were] enrolled in your [license/certificate/ or both] program?
    0 = Not employed, certificate 1
    1 = Yes, currently employed
    2 = Yes, previously employed

Applies to: Respondents who have enrolled in a certification or licensing program, or those respondents whose graduate or undergraduate programs are necessary to qualify for or maintain an occupational license or certificate. This question excludes respondents who are only renewing their license or certificate.
CATI code: B3PROCRT equal 1 or (B3PRGCRT equal 1 and ((B3GRAD equal 1 and B3GNEXT1 equal 1) or (B3GRAD equal 1 and B3UG equal 1) or (B3UG equal 1 and B3UNEXT1 equal 1)) and B3CNEWC1 not equal 3.
Source:B&B:93/2003 interview

B3CTAA1

Certificate 1 employer aid: tuition
  [if T_TENSE equal "past" then]
  Did your employer ever pay for any of the following while you were enrolled in you [license/certificate/or both] program?
  [else]
  [if T_EMPTNS not equal "past" then]
  Does your employer pay for any of the following for your [license/certificate/or both] program?
  [else]
  Did your employer ever pay for any of the following for your [license/certificate/or both] program?
  (Please check all that apply. If self-employed, please check only that box.)
  Tuition
    0 = Employer did not pay tuition 1
    1 = Employer paid tuition 1

Applies to: Respondents who have enrolled in a certification or licensing program, or those respondents whose graduate or undergraduate programs are necessary to qualify for or maintain an occupational license or certificate. This question excludes respondents who are only renewing their license or certificate and were not employed while seeking their licensure or certification.

CATI code: B3PROCRT equal 1 or (B3PRGCRT equal 1 and ((B3GRAD equal 1 and B3GNEXT1 equal 1) or (B3GRAD equal 1 and B3UG equal 1) or (B3UG equal 1 and B3UNEXT1 equal 1)) and B3CNEWC1 not equal 3 and B3CTEM1 equal 1,2.
Source:B&B:93/2003 interview

B3CTAB1

Certificate 1 employer aid: fees
[if T_TENSE equal "past" then]
Did your employer ever pay for any of the following while you were enrolled in you [license/certificate/or both] program?
[else]
[if T_EMPTNS not equal "past" then]
Does your employer pay for any of the following for your [license/certificate/or both] program?
[else]
Did your employer ever pay for any of the following for your [license/certificate/or both] program?
(Please check all that apply. If self-employed, please check only that box.)
Fees
0 = Employer did not pay fees 1
1 = Employer paid fees 1

Applies to: Respondents who have enrolled in a certification or licensing program, or those respondents whose graduate or undergraduate programs are necessary to qualify for or maintain an occupational license or certificate. This question excludes respondents who are only renewing their license or certificate and were not employed while seeking their licensure or certification.
CATI code: B3PROCRT equal 1 or (B3PRGCRT equal 1 and ((B3GRAD equal 1 and B3GNEXT1 equal 1) or (B3GRAD equal 1 and B3UG equal 1) or (B3UG equal 1 and B3UNEXT1 equal 1)) and B3CNEWC1 not equal 3 and B3CTEM1 equal 1,2.
Source:B&B:93/2003 interview

B3CTAC1

Certificate 1 employer aid: books
[if T_TENSE equal "past" then]
Did your employer ever pay for any of the following while you were enrolled in you [license/certificate/or both] program?
[else]
[if T_EMPTNS not equal "past" then]
Does your employer pay for any of the following for your [license/certificate/or both] program?
[else]
Did your employer ever pay for any of the following for your [license/certificate/or both] program?
(Please check all that apply. If self-employed, please check only that box.)
Books and supplies
0 = Employer did not pay for books 1
1 = Employer paid for books 1

Applies to: Respondents who have enrolled in a certification or licensing program, or those respondents whose graduate or undergraduate programs are necessary to qualify for or maintain an occupational license or certificate. This question excludes respondents who are only renewing their license or certificate and were not employed while seeking their licensure or certification.
CATI code: B3PROCRT equal 1 or (B3PRGCRT equal 1 and ((B3GRAD equal 1 and B3GNEXT1 equal 1) or (B3GRAD equal 1 and B3UG equal 1) or (B3UG equal 1 and B3UNEXT1 equal 1)) and B3CNEWC1 not equal 3 and B3CTEM1 equal 1,2.
Source:B&B:93/2003 interview

B3CTAD1

Certificate 1 employer aid: other
[if T_TENSE equal "past" then]
Did your employer ever pay for any of the following while you were enrolled in you [license/certificate/or both] program?
[else]
[if T_EMPTNS not equal "past" then]
Does your employer pay for any of the following for your [license/certificate/or both] program?
[else]
Did your employer ever pay for any of the following for your [license/certificate/or both] program?
(Please check all that apply. If self-employed, please check only that box.)
Other expenses (e.g., parking)
0 = Employer did not pay for other 1
1 = Employer paid for other 1

Applies to: Respondents who have enrolled in a certification or licensing program, or those respondents whose graduate or undergraduate programs are necessary to qualify for or maintain an occupational license or certificate. This question excludes respondents who are only renewing their license or certificate and were not employed while seeking their licensure or certification.
CATI code: B3PROCRT equal 1 or (B3PRGCRT equal 1 and ((B3GRAD equal 1 and B3GNEXT1 equal 1) or (B3GRAD equal 1 and B3UG equal 1) or (B3UG equal 1 and B3UNEXT1 equal 1)) and B3CNEWC1 not equal 3 and B3CTEM1 equal 1,2.
Source:B&B:93/2003 interview

B3CTAE1

Certificate 1 employer aid: self-employed
[if T_TENSE equal "past" then]
Did your employer ever pay for any of the following while you were enrolled in you [license/certificate/or both] program?
[else]
[if T_EMPTNS not equal "past" then]
Does your employer pay for any of the following for your [license/certificate/or both] program?
[else]
Did your employer ever pay for any of the following for your [license/certificate/or both] program?
(Please check all that apply. If self-employed, please check only that box.)
Self-employed
0 = Employer aid, not self-employed 1
1 = Employer aid, self-employed 1

Applies to: Respondents who have enrolled in a certification or licensing program, or those respondents whose graduate or undergraduate programs are necessary to qualify for or maintain an occupational license or certificate. This question excludes respondents who are only renewing their license or certificate and were not employed while seeking their licensure or certification.
CATI code: B3PROCRT equal 1 or (B3PRGCRT equal 1 and ((B3GRAD equal 1 and B3GNEXT1 equal 1) or (B3GRAD equal 1 and B3UG equal 1) or (B3UG equal 1 and B3UNEXT1 equal 1)) and B3CNEWC1 not equal 3 and B3CTEM1 equal 1,2.
Source:B&B:93/2003 interview

B3CTAW1

Certificate 1 employer aid: none
> [if T_TENSE equal "past" then]
> Did your employer ever pay for any of the following while you were enrolled in you [license/certificate/or both] program?
> [else]
> [if T_EMPTNS not equal "past" then]
> Does your employer pay for any of the following for your [license/certificate/or both] program?
> [else]
> Did your employer ever pay for any of the following for your [license/certificate/or both] program?
> (Please check all that apply. If self-employed, please check only that box.)
> None of the above
> 0 = Employer aid, no, none of the above 1
> 1 = Employer aid, none of the above 1

Applies to: Respondents who have enrolled in a certification or licensing program, or those respondents whose graduate or undergraduate programs are necessary to qualify for or maintain an occupational license or certificate. This question excludes respondents who are only renewing their license or certificate and were not employed while seeking their licensure or certification.
CATI code: B3PROCRT equal 1 or (B3PRGCRT equal 1 and ((B3GRAD equal 1 and B3GNEXT1 equal 1) or (B3GRAD equal 1 and B3UG equal 1) or (B3UG equal 1 and B3UNEXT1 equal 1)) and B3CNEWC1 not equal 3 and B3CTEM1 equal 1,2.
Source:B&B:93/2003 interview

B3CTLV1

Certificate 1: employer paid time off
> [Does/Did] your employer ever give you time off with pay to attend classes for your [license/certificate/ or both] program?
> 0 = Employer did pay time off 1
> 1 = Employer paid time off 1
> 2 = No - classes do/did not occur during working hours

Applies to: Respondents who have enrolled in a certification or licensing program, or those respondents whose graduate or undergraduate programs are necessary to qualify for or maintain an occupational license or certificate. This question excludes respondents who are only renewing their license or certificate and were not employed while seeking their licensure or certification or were employed, but self employed.
CATI code: B3PROCRT equal 1 or (B3PRGCRT equal 1 and ((B3GRAD equal 1 and B3GNEXT1 equal 1) or (B3GRAD equal 1 and B3UG equal 1) or (B3UG equal 1 and B3UNEXT1 equal 1)) and B3CNEWC1 not equal 3 and B3CTEM1 equal 1,2 and B3CTAE1 equal 0.
Source:B&B:93/2003 interview

B3CTPA1

Certificate 1 personal assets: tuition
> Excluding any grants, scholarships, or student education loans you may have received, [have you used/did you use] any of your own personal assets (such as from bonds, savings, personal credit cards, etc.) to pay for any of the following while enrolled in your [license/certificate/or both] program?
> (Please check all that apply.)
> Tuition
> 0 = Did not use personal assets, tuition 1
> 1 = Used personal assets, tuition1

Applies to: Respondents who have enrolled in a certification or licensing program, or those respondents whose graduate or undergraduate programs are necessary to qualify for or maintain an occupational license or certificate. This question excludes respondents who are only renewing their license or certificate.
CATI code: B3PROCRT equal 1 or (B3PRGCRT equal 1 and ((B3GRAD equal 1 and B3GNEXT1 equal 1) or (B3GRAD equal 1 and B3UG equal 1) or (B3UG equal 1 and B3UNEXT1 equal 1)) and B3CNEWC1 not equal 3.
Source:B&B:93/2003 interview

B3CTPB1

Certificate 1 personal assets: fees
> Excluding any grants, scholarships, or student education loans you may have received, [have you used/did you use] any of your own personal assets (such as from bonds, savings, personal credit cards, etc.) to pay for any of the following while enrolled in your [license/certificate/or both] program?
> (Please check all that apply.)
> Fees
> 0 = Did not use personal assets, fees 1
> 1 = Used personal assets, fees1

Applies to: Respondents who have enrolled in a certification or licensing program, or those respondents whose graduate or undergraduate programs are necessary to qualify for or maintain an occupational license or certificate. This question excludes respondents who are only renewing their license or certificate.
CATI code: B3PROCRT equal 1 or (B3PRGCRT equal 1 and ((B3GRAD equal 1 and B3GNEXT1 equal 1) or (B3GRAD equal 1 and B3UG equal 1) or (B3UG equal 1 and B3UNEXT1 equal 1)) and B3CNEWC1 not equal 3.
Source:B&B:93/2003 interview

B3CTPC1

Certificate 1 personal assets: books, etc
> Excluding any grants, scholarships, or student education loans you may have received, [have you used/did you use] any of your own personal assets (such as from bonds, savings, personal credit cards, etc.) to pay for any of the following while enrolled in your [license/certificate/or both] program?
> (Please check all that apply.)
> Books and supplies
> 0 = Did not use personal assets, books 1
> 1 = Used personal assets, books 1

Applies to: Respondents who have enrolled in a certification or licensing program, or those respondents whose graduate or undergraduate programs are necessary to qualify for or maintain an occupational license or certificate. This question excludes respondents who are only renewing their license or certificate.
CATI code: B3PROCRT equal 1 or (B3PRGCRT equal 1 and ((B3GRAD equal 1 and B3GNEXT1 equal 1) or (B3GRAD equal 1 and B3UG equal 1) or (B3UG equal 1 and B3UNEXT1 equal 1)) and B3CNEWC1 not equal 3.
Source:B&B:93/2003 interview

B3CTPD1

Certificate 1 personal assets: other
> Excluding any grants, scholarships, or student education loans you may have received, [have you used/did you use] any of your own personal assets (such as from bonds, savings, personal credit cards, etc.) to pay for any of the following while enrolled in your [license/certificate/or both] program?
> (Please check all that apply.)
> Other expenses (e.g., parking)
> 0 = Did not use personal assets, other 1
> 1 = Used personal assets, other 1

Applies to: Respondents who have enrolled in a certification or licensing program, or those respondents whose graduate or undergraduate programs are necessary to qualify for or maintain an occupational license or certificate. This question excludes respondents who are only renewing their license or certificate.
CATI code: B3PROCRT equal 1 or (B3PRGCRT equal 1 and ((B3GRAD equal 1 and B3GNEXT1 equal 1) or (B3GRAD equal 1 and B3UG equal 1) or (B3UG equal 1 and B3UNEXT1 equal 1)) and B3CNEWC1 not equal 3.
Source:B&B:93/2003 interview

B3CTPW1

Certificate 1 personal assets: none
> Excluding any grants, scholarships, or student education loans you may have received, [have you used/did you use] any of your own personal assets (such as from bonds, savings, personal credit cards, etc.) to pay for any of the following while enrolled in your [license/certificate/or both] program?
> (Please check all that apply.)
> None of the above
> 0 = No, none of the above, personal asset 1
> 1 = Yes, none of the above, personal asset 1

Applies to: Respondents who have enrolled in a certification or licensing program, or those respondents whose graduate or undergraduate programs are necessary to qualify for or maintain an occupational license or certificate. This question excludes respondents who are only renewing their license or certificate.
CATI code: B3PROCRT equal 1 or (B3PRGCRT equal 1 and ((B3GRAD equal 1 and B3GNEXT1 equal 1) or (B3GRAD equal 1 and B3UG equal 1) or (B3UG equal 1 and B3UNEXT1 equal 1)) and B3CNEWC1 not equal 3.
Source:B&B:93/2003 interview

B3CTRN1

Reason enrolled for certificate
> What [is/was] your primary reason for pursuing your [licensure/certification/or both]?
> (Please check only one.)
> 1 = Required to advance in current career
> 2 = No jobs available in undergrad field
> 3 = Earn higher salaries
> 4 = Qualify for higher level jobs
> 5 = Other

Applies to: Respondents who have enrolled in a certification or licensing program, or those respondents whose graduate or undergraduate programs are necessary to qualify for or maintain an occupational license or certificate. This question excludes respondents who are only renewing their license or certificate.
CATI code: B3PROCRT equal 1 or (B3PRGCRT equal 1 and ((B3GRAD equal 1 and B3GNEXT1 equal 1) or (B3GRAD equal 1 and B3UG equal 1) or (B3UG equal 1 and B3UNEXT1 equal 1)) and B3CNEWC1 not equal 3.
Source:B&B:93/2003 interview

B3CNEXT1

Enrolled in certificate program 1
> [Besides/Besides the program[s]for] [licensure/certification/both] in [degree field] [you just mentioned], have you been enrolled in any other certification or licensing program, or pursued any other certification or license without taking classes, since February 1997?
> 0 = No
> 1 = Yes, have enrolled in or taken classes for another license or certificate
> 2 = Yes, have pursued another license or certificate without taking classes

Applies to: Respondents who have enrolled in a certification or license program or respondents whose graduate or undergraduate program(s) is necessary to qualify for or maintain an occupational license or certificate.
Source:B&B:93/2003 interview

B3WRKCLS

Took work/professional-related classes
  In the last twelve months, have you participated in any work-related training or other
  professional development classes
  [if grad.Grad equal 1 or ug.UG equal 1 or procrt.ProCrt equal 1 then], other than any that
  were part of your [graduate/undergraduate/licensing or certification] program[s]
  [endif]
  ?
  Please do not include any classes in which you are enrolled that have not yet begun.
  0 = Did not take work related courses
  1 = Took work related courses

Applies to: All respondents.
Source:B&B:93/2003 interview

B3CLSSA

Classes: 4-year college or university
  What types of schools have you attended to take these classes?
  (Please check all that apply.)
  4-year college or university
  0 = Did not attend 4 year college
  1 = Attended four year college

Applies to: Respondents who have participated in work-related training or other professional
development classes in the last twelve months.
CATI code: B3WRKCLS equal 1
Source:B&B:93/2003 interview

B3CLSSB

Classes: community or junior college
  What types of schools have you attended to take these classes?
  (Please check all that apply.)
  Community or junior college
  0 = Did attend community college
  1 = Attended community college

Applies to: Respondents who have participated in work-related training or other professional
development classes in the last twelve months.
CATI code: B3WRKCLS equal 1
Source:B&B:93/2003 interview

B3CLSSC

Classes: technical or vocational school
  What types of schools have you attended to take these classes?
  (Please check all that apply.)
  Technical or vocational school
  0 = Did not attend technical school
  1 = Attended technical school

Applies to: Respondents who have participated in work-related training or other professional
development classes in the last twelve months.
CATI code: B3WRKCLS equal 1
Source:B&B:93/2003 interview

B3CLSSY

Classes: other
  What types of schools have you attended to take these classes?
  (Please check all that apply.)
  Other
  0 = Did not attend other school
  1 = Attended other school

Applies to: Respondents who have participated in work-related training or other professional
development classes in the last twelve months.
CATI code: B3WRKCLS equal 1
Source:B&B:93/2003 interview

B3CLSSD

Classes: at work
  What types of schools have you attended to take these classes?
  (Please check all that apply.)
  Took classes at work
  0 = Did not attend course at work
  1 = Attended courses at work

Applies to: Respondents who have participated in work-related training or other professional
development classes in the last twelve months.
CATI code: B3WRKCLS equal 1
Source:B&B:93/2003 interview

B3CLSSE

Classes: at a seminar
  What types of schools have you attended to take these classes?
  (Please check all that apply.)
  Took classes through a seminar, conference, or workshop
  0 = Did not attend seminar
  1 = Attended seminar

Applies to: Respondents who have participated in work-related training or other professional
development classes in the last twelve months.
CATI code: B3WRKCLS equal 1
Source:B&B:93/2003 interview

B3WRKCRD

Classes: earned credits
Did you earn college or graduate-level credits for any of the work-related training or professional development courses you've taken in the last 12 months?
0 = Did not earn credits, work-related
1 = Earned credits for work-related

Applies to: Respondents who have participated in work-related training or other professional development classes in the last twelve months.
CATI code: B3WRKCLS equal 1
Source:B&B:93/2003 interview

B3WRKCEU

Classes: earned continuing education units
Did you earn Continuing Education Units (CEUs) for any of the work-related training or professional development courses you've taken in the last 12 months?
0 = Did not earn continued ed units
1 = Earned continuing ed units

Applies to: Respondents who have participated in work-related training or other professional development classes in the last twelve months.
CATI code: B3WRKCLS equal 1
Source:B&B:93/2003 interview

B3CLSEMP

Classes: employed while taking
Were you employed at any time while enrolled in your work-related training or professional development classes?
0 = Not employed while taking classes
1 = Employed while taking classes

Applies to: Respondents who have participated in work-related training or other professional development classes in the last twelve months.
CATI code: B3WRKCLS equal 1
Source:B&B:93/2003 interview

B3CLSAA

Classes employer aid: tuition
Did your employer pay for any of the following while you were enrolled in your classes or training?
(Please check all that apply. If self-employed, please check only that box.)
Tuition
0 = Employer did not pay tuition
1 = Employer paid tuition

Applies to: Respondents who have participated in work-related training or other professional development classes in the last twelve months and were employed at while enrolled in the work-related classes.
CATI code: B3WRKCLS equal 1 and B3CLSEMP equal 1
Source:B&B:93/2003 interview

B3CLSAB

Classes employer aid: Fees
Did your employer pay for any of the following while you were enrolled in your classes or training?
(Please check all that apply. If self-employed, please check only that box.)
Fees
0 = Employer did not pay fees
1 = Employer paid fees

Applies to: Respondents who have participated in work-related training or other professional development classes in the last twelve months and were employed at while enrolled in the work-related classes.
CATI code: B3WRKCLS equal 1 and B3CLSEMP equal 1
Source:B&B:93/2003 interview

B3CLSAC

Classes employer aid: books
Did your employer pay for any of the following while you were enrolled in your classes or training?
(Please check all that apply. If self-employed, please check only that box.)
Books and supplies
0 = Employer did not pay for books
1 = Employer paid for books

Applies to: Respondents who have participated in work-related training or other professional development classes in the last twelve months and were employed at while enrolled in the work-related classes.
CATI code: B3WRKCLS equal 1 and B3CLSEMP equal 1
Source:B&B:93/2003 interview

B3CLSAD

Classes employer aid: other
Did your employer pay for any of the following while you were enrolled in your classes or training?
(Please check all that apply. If self-employed, please check only that box.)
Other expenses (e.g., parking)
0 = Employer did not pay for other
1 = Employer paid for other

Applies to: Respondents who have participated in work-related training or other professional development classes in the last twelve months and were employed at while enrolled in the work-related classes.
CATI code: B3WRKCLS equal 1 and B3CLSEMP equal 1
Source:B&B:93/2003 interview

B3CLSAE

Classes employer aid: self-employed
　Did your employer pay for any of the following while you were enrolled in your classes or training?
　(Please check all that apply. If self-employed, please check only that box.)
　Self-employed
　0 = Employer aid, not self-employed
　1 = Employer aid, self-employed

Applies to: Respondents who have participated in work-related training or other professional development classes in the last twelve months and were employed at while enrolled in the work-related classes.
CATI code: B3WRKCLS equal 1 and B3CLSEMP equal 1
Source:B&B:93/2003 interview

B3CLSAW

Classes employer aid: none
　Did your employer pay for any of the following while you were enrolled in your classes or training?
　(Please check all that apply. If self-employed, please check only that box.)
　None of the above
　0 = Employer aid, no, none of the above
　1 = Employer aid, none of the above

Applies to: Respondents who have participated in work-related training or other professional development classes in the last twelve months and were employed at while enrolled in the work-related classes.
CATI code: B3WRKCLS equal 1 and B3CLSEMP equal 1
Source:B&B:93/2003 interview

B3CLSAF

Classes employer aid: offered directly
　Did your employer pay for any of the following while you were enrolled in your classes or training?
　(Please check all that apply. If self-employed, please check only that box.)
　Employer offered the classes directly
　0 = Employer aid, did not offer courses
　1 = Employer aid, offered courses

Applies to: Respondents who have participated in work-related training or other professional development classes in the last twelve months and were employed at while enrolled in the work-related classes.
CATI code: B3WRKCLS equal 1 and B3CLSEMP equal 1
Source:B&B:93/2003 interview

B3CLSLV

Classes employer paid time off
　Did your employer give you time off with pay to attend classes or training?
　0 = Employer did not pay time off
　1 = Employed paid time off
　2 = No - training did not occur during working hours

Applies to: Respondents who have participated in work-related training or other professional development classes in the last twelve months and were employed at while enrolled in the work-related classes. This item excludes respondents who are self employed.
CATI code: B3WRKCLS equal 1 and B3CLSEMP equal 1 and B3CLSAE equal 0.
Source:B&B:93/2003 interview

B3CLSRA

Classes: required by employer
　Why were you taking work-related training or professional development classes?
　(Please check all that apply.)
　Required by employer
　0 = Classes not required by employer
　1 = Classes required by employer

Applies to: Respondents who have participated in work-related training or other professional development classes in the last twelve months.
CATI code: B3WRKCLS equal 1
Source:B&B:93/2003 interview

B3CLSRB

Classes: for career advancement
　Why were you taking work-related training or professional development classes?
　(Please check all that apply.)
　Required or recommended for career advancement
　0 = Classes not required for advancement
　1 = Classes required for advancement

Applies to: Respondents who have participated in work-related training or other professional development classes in the last twelve months.
CATI code: B3WRKCLS equal 1
Source:B&B:93/2003 interview

B3CLSRC

Classes: to improve marketability
　Why were you taking work-related training or professional development classes?
　(Please check all that apply.)
　Improve your marketability
　0 = Did not takes for better marketability
　1 = Took classes for better marketability

Applies to: Respondents who have participated in work-related training or other professional development classes in the last twelve months.
CATI code: B3WRKCLS equal 1
Source:B&B:93/2003 interview

B3CLSRD

Classes: to change careers
  Why were you taking work-related training or professional development classes?
  (Please check all that apply.)
  Interested in changing careers
  0 = Did not take class to change careers
  1 = Took classes to change careers

Applies to: Respondents who have participated in work-related training or other professional development classes in the last twelve months.
CATI code: B3WRKCLS equal 1
Source:B&B:93/2003 interview

B3CLSRE

Classes: to prepare for more education
  Why were you taking work-related training or professional development classes?
  (Please check all that apply.)
  Prepare for graduate school or other academic program
  0 = Did not take classes to prep for more ed
  1 = Took classes to prep for more ed

Applies to: Respondents who have participated in work-related training or other professional development classes in the last twelve months.
CATI code: B3WRKCLS equal 1
Source:B&B:93/2003 interview

B3CLSRF

Classes: to explore career options
  Why were you taking work-related training or professional development classes?
  (Please check all that apply.)
  Explore career options
  0 = Did not take class, explore diff career
  1 = Took classes to explore diff careers

Applies to: Respondents who have participated in work-related training or other professional development classes in the last twelve months.
CATI code: B3WRKCLS equal 1
Source:B&B:93/2003 interview

B3CLSRX

Other classes
  Why were you taking work-related training or professional development classes?
  (Please check all that apply.)
  Other
  0 = No
  1 = Yes

Applies to: Respondents who have participated in work-related training or other professional development classes in the last twelve months.
CATI code: B3WRKCLS equal 1
Source:B&B:93/2003 interview

B3ENRICH

Took classes for personal enrichment
  In the last twelve months, have you participated in any classes for personal enrichment
  [if grad.Grad equal 1 or ug.UG equal 1 or procrt.ProCrt equal 1 then],other than any that were part of your
  [graduate/undergraduate/licensing or certification program(s)/ work-related training]
  [else]
  ?
  [endif]
  Please do not include any classes in which you are enrolled that have not yet begun.
  Took classes for personal enrichment.
  0 = No classes for personal enrichment
  1 = Took classes for personal enrichment

Applies to: All respondents.
Source:B&B:93/2003 interview

B3INTSA

Personal interest: 4-year college
  What types of schools have you attended to take these classes?
  4-year college or university
  0 = Did not attend 4 year college
  1 = Attended four year college

Applies to: Respondents who have participated in personal enrichment classes in the last twelve months.
CATI code: B3WRKCLS equal 1.
Source:B&B:93/2003 interview

B3INTSB

Personal interest: community college
  What types of schools have you attended to take these classes?
  Community or junior college
  0 = Did attend community college
  1 = Attended community college

Applies to: Respondents who have participated in personal enrichment classes in the last twelve months.
CATI code: B3WRKCLS equal 1.
Source:B&B:93/2003 interview

B3INTSC

Personal interest: technical school
  What types of schools have you attended to take these classes?
  Technical or vocational school
  0 = Did not attend technical school
  1 = Attended technical school

Applies to: Respondents who have participated in personal enrichment classes in the last twelve months.
CATI code: B3WRKCLS equal 1.
Source:B&B:93/2003 interview

B3INTSY

Personal interest: other
    What types of schools have you attended to take these classes?
    Other
    0 = Did not attend other school
    1 = Attended other school

Applies to: Respondents who have participated in personal enrichment classes in the last twelve months.
CATI code: B3WRKCLS equal 1.
Source:B&B:93/2003 interview

B3INTSD

Personal interest: at work
    What types of schools have you attended to take these classes?
    Took classes at work
    0 = Did not attend course at work
    1 = Attended courses at work

Applies to: Respondents who have participated in personal enrichment classes in the last twelve months.
CATI code: B3WRKCLS equal 1.
Source:B&B:93/2003 interview

B3INTSE

Personal interest: at seminar
    What types of schools have you attended to take these classes?
    Took classes through a seminar, conference, or workshop
    0 = Did not attend seminar
    1 = Attended seminar

Applies to: Respondents who have participated in personal enrichment classes in the last twelve months.
CATI code: B3WRKCLS equal 1.
Source:B&B:93/2003 interview

B3INTCRD

Pers interest: credits last 12 months
    Did you earn college or graduate-level credits for any of the personal interest courses you've taken in the last 12 months?
    0 = No credits for personal enrich classes
    1 = Credits earned for personal enrich class

Applies to: Respondents who have participated in personal enrichment classes in the last twelve months.
CATI code: B3WRKCLS equal 1.
Source:B&B:93/2003 interview

B3INTCEU

Personal interest: continuing education units
    Did you earn Continuing Education Units (CEUs) for any of the personal interest courses you've taken in the last 12 months?
    0 = No continuing ed units earned, personal
    1 = Earned continuing ed units, personal

Applies to: Respondents who have participated in personal enrichment classes in the last twelve months.
CATI code: B3WRKCLS equal 1.
Source:B&B:93/2003 interview

B3HIGHED

Highest education expected
    What is the highest level of education you ever expect to complete?
    1 = Bachelor
    2 = Post-baccalaureate certificate
    3 = Master's degree
    4 = Post-master's certificate
    5 = Professional degree (MD, JD, DDS)
    6 = Doctoral degree (PhD, EdD, etc)

Applies to: All respondents.
Source:B&B:93/2003 interview

B3UGPRA

Undergraduate preparation: work and career
    For which of the following aspects of your life now would you say your undergraduate education was very important preparation?
    (Please check all that apply.)
    Work and career
    0 = Not very important, work and career
    1 = Very important, work and career

Applies to: All respondents.
Source:B&B:93/2003 interview

B3UGPRB

Undergraduate preparation: further education
    For which of the following aspects of your life now would you say your undergraduate education was very important preparation?
    (Please check all that apply.)
    Further education
    0 = Not very important, further education
    1 = Very important, further education

Applies to: All respondents.
Source:B&B:93/2003 interview

B3UGPRC

Undergraduate preparation: financial security
    For which of the following aspects of your life now would you say your undergraduate
    education was very important preparation?
    (Please check all that apply.)
    Establishing your financial security
    0 = Not very important, financial security
    1 = Very important, financial security

Applies to: All respondents.
Source:B&B:93/2003 interview

B3UGPRD

Undergraduate preparation: none of the above
    For which of the following aspects of your life now would you say your undergraduate
    education was very important preparation?
    (Please check all that apply.)
    None of the above
    0 = Not very important, none of above
    1 = Very important, none of above

Applies to: All respondents.
Source:B&B:93/2003 interview

B3UGVLA

Undergraduate value: particular major(s) chosen
    Which of the following aspects of your undergraduate education would you consider to be
    very important to your life now?
    (Please check all that apply.)
    Particular major(s) chosen
    0 = Not very important, major chosen
    1 = Very important, major chosen

Applies to: All respondents.

B3UGVLB

All respondents.
Source:B&B:93/2003 interview
B3UGVLB
Undergraduate value: liberal arts courses taken
    Which of the following aspects of your undergraduate education would you consider to be
    very important to your life now?
    (Please check all that apply.)
    Liberal arts courses taken
    0 = Not very important, liberal arts course
    1 = Very important, liberal arts course

Applies to: All respondents.
Source:B&B:93/2003 interview

B3UGVLC

Undergraduate value: professional courses taken
    Which of the following aspects of your undergraduate education would you consider to be
    very important to your life now?
    (Please check all that apply.)
    Professional courses taken
    0 = Not very important, professional course
    1 = Very important, professional course

Applies to: All respondents.
Source:B&B:93/2003 interview

B3UGVLD

Undergraduate value: quality of instruction
    Which of the following aspects of your undergraduate education would you consider to be
    very important to your life now?
    (Please check all that apply.)
    Quality of instruction received
    0 = Not very important, quality of instruct
    1 = Very important, quality of instruction

Applies to: All respondents.
Source:B&B:93/2003 interview

B3UGVLE

Undergraduate value: internship and other work
    Which of the following aspects of your undergraduate education would you consider to be
    very important to your life now?
    (Please check all that apply.)
    Internship and other work opportunities
    0 = Not very important, internship
    1 = Very important, internship

Applies to: All respondents.
Source:B&B:93/2003 interview

B3UGVLF

Undergraduate value: none of the above
    Which of the following aspects of your undergraduate education would you consider to be
    very important to your life now?
    (Please check all that apply.)
    None of the above
    0 = Not very important, none of above
    1 = Very important, none of above

Applies to: All respondents.

B3UGWRA

Undergraduate education worth cost
  Was your undergraduate education worth...
  Yes / No
  The financial cost of earning the degree?
  0 = Undergraduate ed not worth cost
  1 = Undergraduate ed worth cost

Applies to: All respondents.
Source:B&B:93/2003 interview

B3UGWRB

Undergraduate education worth time
  Was your undergraduate education worth...
  Yes / No
  The amount of time required to earn the degree?
  0 = Undergraduate ed not worth time
  1 = Undergraduate ed worth time

Applies to: All respondents.
Source:B&B:93/2003 interview

B3UGWRC

Undergraduate education worth effort
  Was your undergraduate education worth...
  Yes / No
  The level of effort required to earn the degree?
  0 = Undergraduate ed not worth effort
  1 = Undergraduate ed worth effort

Applies to: All respondents.
Source:B&B:93/2003 interview

B3GRPRA

Graduate preparation: work and career
  For which of the following aspects of your life now would you say your graduate education
  was very important preparation?
  (Please check all that apply.)
  Work and career
  0 = Not very important, work and career
  1 = Very important, work and career

Applies to: Respondents who have enrolled in a graduate or professional degree program since
1997, but are not currently enrolled.
CATI code: B3GRAD equal 1 and B3CRGRD1 not equal 1 and B3CRGRD2 not equal 1 and
B3CRGRD3 not equal 1 and B3CRGRD4 not equal 1.
Source:B&B:93/2003 interview

B3GRPRB

Graduate preparation: financial security
  For which of the following aspects of your life now would you say your graduate education
  was very important preparation?
  (Please check all that apply.)
  Establishing your financial security
  0 = Not very important, financial security
  1 = Very important, financial security

Applies to: Respondents who have enrolled in a graduate or professional degree program since
1997, but are not currently enrolled.
CATI code: B3GRAD equal 1 and B3CRGRD1 not equal 1 and B3CRGRD2 not equal 1 and
B3CRGRD3 not equal 1 and B3CRGRD4 not equal 1.
Source:B&B:93/2003 interview

B3GRPRC

Graduate preparation: establishing in community
  For which of the following aspects of your life now would you say your graduate education
  was very important preparation?
  (Please check all that apply.)
  Establishing yourself in the community
  0 = Not very important, establish comm
  1 = Very important, establish community

Applies to: Respondents who have enrolled in a graduate or professional degree program since
1997, but are not currently enrolled.
CATI code: B3GRAD equal 1 and B3CRGRD1 not equal 1 and B3CRGRD2 not equal 1 and
B3CRGRD3 not equal 1 and B3CRGRD4 not equal 1.
Source:B&B:93/2003 interview

B3GRPRD

Graduate preparation: taking on new challenges
  For which of the following aspects of your life now would you say your graduate education
  was very important preparation?
  (Please check all that apply.)
  Taking on new challenges
  0 = Not very important, new challenges
  1 = Very important, new challenges

Applies to: Respondents who have enrolled in a graduate or professional degree program since
1997, but are not currently enrolled.
CATI code: B3GRAD equal 1 and B3CRGRD1 not equal 1 and B3CRGRD2 not equal 1 and
B3CRGRD3 not equal 1 and B3CRGRD4 not equal 1.
Source:B&B:93/2003 interview

B3GRPRE

Graduate preparation: making informed choices
    For which of the following aspects of your life now would you say your graduate education
    was very important preparation?
    (Please check all that apply.)
    Making informed choices
    0 = Not very important, informed choices
    1 = Very important, informed choices

Applies to: Respondents who have enrolled in a graduate or professional degree program since
1997, but are not currently enrolled.
CATI code: B3GRAD equal 1 and B3CRGRD1 not equal 1 and B3CRGRD2 not equal 1 and
B3CRGRD3 not equal 1 and B3CRGRD4 not equal 1.
Source:B&B:93/2003 interview

B3GRPRF

Graduate preparation: none of the above
    For which of the following aspects of your life now would you say your graduate education
    was very important preparation?
    (Please check all that apply.)
    None of the above
    0 = Not very important, none of above
    1 = Very important, none of above

Applies to: Respondents who have enrolled in a graduate or professional degree program since
1997, but are not currently enrolled.
CATI code: B3GRAD equal 1 and B3CRGRD1 not equal 1 and B3CRGRD2 not equal 1 and
B3CRGRD3 not equal 1 and B3CRGRD4 not equal 1.
Source:B&B:93/2003 interview

B3GRVLA

Graduate value: particular course of study
    Which of the following aspects of your graduate education would you consider to be very
    important to your life now?
    (Please check all that apply.)
    Particular course of study
    0 = Not very important, major chosen
    1 = Very important, major chosen

Applies to: Respondents who have enrolled in and earned a graduate or professional degree
since 1997.
CATI code: B3GRAD equal 1 and (B3GRER1 equal 1 or B3GRER2 equal 1 or B3GRER3 equal
1 or B3GRER4 equal 1).
Source:B&B:93/2003 interview

B3GRVLB

Graduate value: quality of instruction
    Which of the following aspects of your graduate education would you consider to be very
    important to your life now?
    (Please check all that apply.)
    Quality of instruction received
    0 = Not very important, quality of instruct
    1 = Very important, quality of instruction

Applies to: Respondents who have enrolled in and earned a graduate or professional degree
since 1997.
CATI code: B3GRAD equal 1 and (B3GRER1 equal 1 or B3GRER2 equal 1 or B3GRER3 equal
1 or B3GRER4 equal 1).
Source:B&B:93/2003 interview

B3GRVLC

Graduate value: interactions with faculty
    Which of the following aspects of your graduate education would you consider to be very
    important to your life now?
    (Please check all that apply.)
    Interactions with faculty
    0 = Not very important, faculty
    1 = Very important, faculty

Applies to: Respondents who have enrolled in and earned a graduate or professional degree
since 1997.
CATI code: B3GRAD equal 1 and (B3GRER1 equal 1 or B3GRER2 equal 1 or B3GRER3 equal
1 or B3GRER4 equal 1).
Source:B&B:93/2003 interview

B3GRVLD

Graduate value: internship/work opportunities
    Which of the following aspects of your graduate education would you consider to be very
    important to your life now?
    (Please check all that apply.)
    Internship/work opportunities
    0 = Not very important, internship
    1 = Very important, internship

Applies to: Respondents who have enrolled in and earned a graduate or professional degree
since 1997.
CATI code: B3GRAD equal 1 and (B3GRER1 equal 1 or B3GRER2 equal 1 or B3GRER3 equal
1 or B3GRER4 equal 1).
Source:B&B:93/2003 interview

B3GRVLE

Graduate value: social contacts
> Which of the following aspects of your graduate education would you consider to be very important to your life now?
> (Please check all that apply.)
> Social contacts
> 0 = Not very important, social contact
> 1 = Very important, social contact

Applies to: Respondents who have enrolled in and earned a graduate or professional degree since 1997.
CATI code: B3GRAD equal 1 and (B3GRER1 equal 1 or B3GRER2 equal 1 or B3GRER3 equal 1 or B3GRER4 equal 1).
Source:B&B:93/2003 interview

B3GRVLF

Graduate value: none of the above
> Which of the following aspects of your graduate education would you consider to be very important to your life now?
> (Please check all that apply.)
> None of the above
> 0 = Not very important, none of above
> 1 = Very important, none of above

Applies to: Respondents who have enrolled in and earned a graduate or professional degree since 1997.
CATI code: B3GRAD equal 1 and (B3GRER1 equal 1 or B3GRER2 equal 1 or B3GRER3 equal 1 or B3GRER4 equal 1).
Source:B&B:93/2003 interview

B3GRWRA

Graduate education worth cost
> Was your graduate education worth...
> The financial cost of earning the degree?
> 0 = Graduate ed not worth cost
> 1 = Graduate ed worth cost

Applies to: Respondents who have enrolled in and earned a graduate or professional degree since 1997.
CATI code: B3GRAD equal 1 and (B3GRER1 equal 1 or B3GRER2 equal 1 or B3GRER3 equal 1 or B3GRER4 equal 1).
Source:B&B:93/2003 interview

B3GRWRB

Graduate education worth time
> Was your graduate education worth...
> The amount of time required to earn the degree?
> 0 = Graduate ed not worth time
> 1 = Graduate ed worth time

Applies to: Respondents who have enrolled in and earned a graduate or professional degree since 1997.
CATI code: B3GRAD equal 1 and (B3GRER1 equal 1 or B3GRER2 equal 1 or B3GRER3 equal 1 or B3GRER4 equal 1).
Source:B&B:93/2003 interview

B3GRWRC

Graduate education worth effort
> Was your graduate education worth...
> The level of effort required to earn the degree?
> 0 = Graduate ed not worth effort
> 1 = Graduate ed worth effort

Applies to: Respondents who have enrolled in and earned a graduate or professional degree since 1997.
CATI code: B3GRAD equal 1 and (B3GRER1 equal 1 or B3GRER2 equal 1 or B3GRER3 equal 1 or B3GRER4 equal 1).
Source:B&B:93/2003 interview

B3NEWJOB

Looked for job after graduate program
   When you completed your [degree type], did you look for a new job?
   0 = Did not look for job after grad program
   1 = Looked for job after grad program

Applies to: Respondents who have earned a graduate or professional degree since 1997.
CATI code: B3GRER1 equal 1 or B3GRER2 equal 1 or B3GRER3 equal 1 or
B3GRER4 equal 1
Source:B&B:93/2003 interview

B3RELJOB

Job related to graduate program
   Did you look for a job that is related to your [degree type]?
   0 = Job not related to graduate program
   1 = Job related to graduate program

Applies to: Respondents who looked for a job after completing their graduate or professional
degree.
CATI code: B3NEWJOB equal 1.
Source:B&B:93/2003 interview

B3OUTCOM

Offered job related to graduate program
   Have you been offered a job that is related to your [degree type]?
   0 = Not offered job related to grad program
   1 = Offered job related to grad program

Applies to: Respondents who looked for a job related to their graduate or professional degree
program that they completed.
CATI code: B3NEWJOB equal 1 and B3RELJOB equal 1.
Source:B&B:93/2003 interview

B3ACCEPT

Accepted job related to graduate program
   Did you accept that job?
   0 = Did not accept job related to grad prog
   1 = Accepted job related to grad program

Applies to: Respondents who were offered a job related to their graduate or professional
degree that they earned.
CATI code: B3NEWJOB equal 1 and B3RELJOB equal 1 and B3OUTCOM equal 1.
Source:B&B:93/2003 interview

B3FEBEMP

Working in February 2003
   Were you working in February of this year?
   0 = Was not working in February 2003
   1 = Working in February 2003
   2 = No, waiting to report to work temporarily laid off
   3 = No, I was a homemaker
   4 = No, I was disabled

Applies to: All respondents.
Imputation note: If month equal 2 then B3FEBEMP equal B3CUREMP.
Source:B&B:93/2003 interview

B3FBLOOK

Looked for work in February
   In February 2003, were you looking for work?
   0 = Did not look for work in February
   1 = Looked for work in February

Applies to: Respondents not working in February 2003.
CATI code: B3FEBEMP equal 0.
Imputation note: If month equal 2 and B3CUREMP equal 0 then B3FBLOOK equal
B3CULOOK.
Source:B&B:93/2003 interview

B3CUREMP

Current employment status
   Are you currently employed?
   0 = Not currently employed
   1 = Currently employed
   2 = No, waiting to report for work/temporarily laid off
   3 = No, I am a homemaker
   4 = No, I am disabled

Applies to: All respondents.
Source:B&B:93/2003 interview

B3CULOOK

Currently looking for work
   Are you currently available and looking for work?
   0 = Not currently looking for work
   1 = Currently looking for work

Applies to: Respondents who are not currently working.
CATI code: B3CUREMP not equal 1.
Source:B&B:93/2003 interview

B3CURUEM

Currently receiving unemployment
Are you currently receiving unemployment compensation?
0 = Not currently receiving unemployment
1 = Currently receiving unemployment

Applies to: Respondents who are not currently working.
CATI code: B3CUREMP not equal 1.
Source:B&B:93/2003 interview

B3CURTCH

Currently employed as a teacher
Are you currently employed as a teacher, a teacher's aide, or a substitute teacher at the K-12 level?
0 = Not currently employed as a teacher
1 = Currently employed as a teacher
-1 = Don't know

Applies to: All respondents.
Imputation note: If B3CUREMP equal 0,2,3,4 then B3CURTCH equal 0.
Source:B&B:93/2003 interview

B3CURNUM

Current job: number of employers
How many different employers are you working for right now?
0 = 0
1 = 1
2 = 2
3 = 3 or more

Applies to: All respondents.
Imputation note: If B3CUREMP equal 0,2,3,4 then B3CURNUM equal 0.
Source:B&B:93/2003 interview

B3CURTTL

Current/most recent job: title
[if T_TENSE equal "now" then]
What is the job title for your current job?
If you have more than one job, please refer to your primary job, that is, the job in which you work the greatest number of hours in a month.
[else]
What is the job title for the most recent job you held since 1997?
If you had more than one job at the same time when you were most recently employed, please refer to your primary job, that is, the job in which you worked the greatest number of hours in a month.
-1 = Don't know
-5 = I have not worked since 1997

Applies to: All respondents.
Imputation note: If B3CURTCH equal 1 then B3CURTTL equal Teacher {Imputed}.
Source:B&B:93/2003 interview

B3CURDSC

Description of job
CURRENT/MOST RECENT JOB: [job title]
What do you do in your job?
[else]
What did you do in your most recent job?

Applies to: Respondents who have worked since 1997.
CATI code: B3CURTTL not equal 0.
Imputation note: If B3CURTCH equal 1 then B3CURTTL equal Teach {Imputed}.
Source:B&B:93/2003 interview

B3CURUX

Current job: occupational category
CURRENT/MOST RECENT JOB: [job title]
Please find the best occupational category to describe your [current/most recent] job.
(Please select a general area first, then select a specific occupational area within the general area, if applicable.)

Applies to: Respondents who have worked since 1997.
CATI code: B3CURTTL not equal 0.
Source:B&B:93/2003 interview

B3JOBSTR

Current job: year started title
CURRENT/MOST RECENT JOB: [job title]
What year did you start working as a/an[job title]?
If you have worked as a/an[job title] for more than one employer, please provide the year you first started working as a/an[job title] for any employer.
[else]
In what year did you start working in your current job?
If you have worked in your current occupation for more than one employer, please provide the year you first started working in this occupation for any employer.

Year (range 1975-2003 in reverse order)
Year:

Applies to: Respondents who have worked since 1997, excluding teachers.
CATI code: B3CURTTL not equal 0 and B3CURTCH not equal 1.
Source:B&B:93/2003 interview

B3CURTYP

Current job: description of employer
    CURRENT/MOST RECENT JOB: [job title]
    How would you describe your [current/most recent] employer?
    0 = Self-employed
    1 = For-profit
    2 = Nonprofit or not-for-profit
    3 = Local government
    4 = State government
    5 = Federal government
    6 = Military (including the National Guard)

Applies to: Respondents who have worked since 1997, excluding teachers.
CATI code: B3CURTTL not equal 0 and B3CURTCH not equal 1.
Source:B&B:93/2003 interview

B3CURIV

Current job: industry verbatim
    Current job: [job title]
    In what type of industry are you [currently working/were you most recently working]?
    Earlier we asked about your occupational area of work.
    Occupation refers to job title and duties, while industry refers to the more general field of
    employment. For example, a restaurant manager has the occupation of manager in the
    industry of hospitality, while a manager at a department store has the occupation of
    manager in the retail trade industry.

Applies to: Respondents who have worked since 1997.
CATI code: B3CURTTL not equal 0.
Imputation note: If B3CURTCH equal 1 then B3CURIV equal Education {Imputed}.
Source:B&B:93/2003 interview

B3CUIND

Current job: industry category
    CURRENT/MOST RECENT JOB: [job title]
    INDUSTRY: [industry type]
    Please find the best category to describe the industry in which you work/most recently
    worked.

Applies to: Respondents who have worked since 1997.
CATI code: B3CURTTL not equal 0.
Imputation note: If B3CURTCH equal 1 then B3CUIND equal 20.
Source:B&B:93/2003 interview

B3CURZIP

Current job: zip code
    CURRENT/MOST RECENT JOB: [job title]
    What is the zip code for your [current/most recent] place of employment?
    (If your employer's address has several zip codes, please indicate the zip for the address
    where you [are/were] located. If you telecommute[ed]or work[ed] off site most or all of the
    time, please indicate the zip code for the location with which you are/were associated.)

Applies to: Respondents who have worked since 1997.
CATI code: B3CURTTL not equal 0.
Source:B&B:93/2003 interview

B3CZIPOT

Current job: zip out of country
    CURRENT/MOST RECENT JOB: [job title]
    What is the zip code for your [current/most recent] place of employment?
    (If your employer's address has several zip codes, please indicate the zip for the address
    where you [are/were] located. If you telecommute[ed]or work[ed] off site most or all of the
    time, please indicate the zip code for the location with which you are/were associated.)
    Out of the country
    0 = Current job, zip not out of country
    1 = Current job, zip out of country

Applies to: Respondents who have worked since 1997.
CATI code: B3CURTTL not equal 0.
Source:B&B:93/2003 interview

B3CURCIT

Current job: city
    CURRENT/MOST RECENT JOB: [job title]
    What is the zip code for your [current/most recent] place of employment?
    (If your employer's address has several zip codes, please indicate the zip for the address
    where you [are/were] located. If you telecommute[ed]or work[ed] off site most or all of the
    time, please indicate the zip code for the location with which you are/were associated.)

Applies to: Respondents who have worked since 1997.
CATI code: B3CURTTL not equal 0.
Source:B&B:93/2003 interview

B3CURST

Current job: state
    CURRENT/MOST RECENT JOB: [job title]
    What is the zip code for your [current/most recent] place of employment?
    (If your employer's address has several zip codes, please indicate the zip for the address
    where you [are/were] located. If you telecommute[ed]or work[ed] off site most or all of the
    time, please indicate the zip code for the location with which you are/were associated.)

Applies to: Respondents who have worked since 1997.
CATI code: B3CURTTL not equal 0.
Source:B&B:93/2003 interview

B3EMPSTR

Current job: year started
    CURRENT/MOST RECENT JOB: [job title]
    In what year did you start working for your [current/most recent] employer?
    Year:

Applies to: Respondents who have worked since 1997 excluding teachers who are currently working but reported not holding a teaching position since 1997.
CATI code: B3CURTTL not equal 0 and (B3CURTCH not equal 1 and B3NUMPOS equal 0).
Source:B&B:93/2003 interview

B3CURFLX

Current job: flexibility
    CURRENT/MOST RECENT JOB: [job title]
    Some employers allow their employees flexibility in the hours they work, that is, they do not have to work a set schedule as long as a minimum number of hours are worked in a pay period.
    Would you say your current schedule is very flexible, somewhat flexible, or not flexible?
    [else]
    Would you say that in your most recent job, your schedule was very flexible, somewhat flexible, or not flexible?
    1 = Very flexible
    2 = Somewhat flexible
    3 = Not flexible

Applies to: Respondents who have worked since 1997, excluding teachers or respondents who are self employed.
CATI code: B3CURTTL not equal 0 and B3CURTCH not equal 1 and B3CURTYP not equal 0.
Source:B&B:93/2003 interview

B3CURTLC

Current job: ability to telecommute
    CURRENT/MOST RECENT JOB: [job title]
    In your most recent job, did your employer allow you to telecommute?
    1 = Current job, able to telecommute
    2 = No, telecommuting did not make sense for your job
    3 = No, telecommuting is possible, but not offered for your job

Applies to: Respondents who have worked since 1997, excluding teachers or respondents who are self employed.
CATI code: B3CURTTL not equal 0 and B3CURTCH not equal 1 and B3CURTYP not equal 0.
Source:B&B:93/2003 interview

B3CURBA

Current benefits: medical
    CURRENT/MOST RECENT JOB: [job title]
    [Does/did] your employer provide you with any of the following benefits?
    If you are not sure whether certain benefits are available, please check the benefits you know of.
    (Please check all that apply.)
    Medical insurance
    0 = No employer medical benefits
    1 = Employer has medical benefits

Applies to: Respondents who have worked since 1997, excluding respondents who are self employed.
CATI code: B3CURTTL not equal 0 and B3CURTYP not equal 0.
Source:B&B:93/2003 interview

B3CURBB

Current benefits: other health
    CURRENT/MOST RECENT JOB: [job title]
    [Does/did] your employer provide you with any of the following benefits?
    If you are not sure whether certain benefits are available, please check the benefits you know of.
    (Please check all that apply.)
    Dental, optical, or other health insurance
    0 = No other employer health benefits
    1 = Employer has other health benefits

Applies to: Respondents who have worked since 1997, excluding respondents who are self employed.
CATI code: B3CURTTL not equal 0 and B3CURTYP not equal 0.
Source:B&B:93/2003 interview

B3CURBC

Current benefits: life insurance
    CURRENT/MOST RECENT JOB: [job title]
    [Does/did] your employer provide you with any of the following benefits?
    If you are not sure whether certain benefits are available, please check the benefits you know of.
    (Please check all that apply.)
    Life insurance
    0 = No employer life insurance
    1 = Employer has life insurance

Applies to: Respondents who have worked since 1997, excluding respondents who are self employed.
CATI code: B3CURTTL not equal 0 and B3CURTYP not equal 0.
Source:B&B:93/2003 interview

B3CURBD

Current benefits: retirement
CURRENT/MOST RECENT JOB: [job title]
[Does/did] your employer provide you with any of the following benefits?
If you are not sure whether certain benefits are available, please check the benefits you know of.
(Please check all that apply.)
Retirement benefits, such as a 401(k)/ 403(b)
0 = No employer retirement benefits
1 = Employer has retirement benefits

Applies to: Respondents who have worked since 1997, excluding respondents who are self employed.
CATI code: B3CURTTL not equal 0 and B3CURTYP not equal 0.
Source:B&B:93/2003 interview

B3CURBE

Current benefits: stock
CURRENT/MOST RECENT JOB: [job title]
[Does/did] your employer provide you with any of the following benefits?
If you are not sure whether certain benefits are available, please check the benefits you know of.
(Please check all that apply.)
Stock options
0 = No employer stock benefits
1 = Employer has stock benefits

Applies to: Respondents who have worked since 1997, excluding respondents who are self employed.
CATI code: B3CURTTL not equal 0 and B3CURTYP not equal 0.
Source:B&B:93/2003 interview

B3CURBF

Current benefits: flexible spending
CURRENT/MOST RECENT JOB: [job title]
[Does/did] your employer provide you with any of the following benefits?
If you are not sure whether certain benefits are available, please check the benefits you know of.
(Please check all that apply.)
Flexible spending accounts
0 = No employer flexible spending benefits
1 = Employer has flexible spending benefits

Applies to: Respondents who have worked since 1997, excluding respondents who are self employed.
CATI code: B3CURTTL not equal 0 and B3CURTYP not equal 0.
Source:B&B:93/2003 interview

B3CURBG

Current benefits: employee discount
CURRENT/MOST RECENT JOB: [job title]
[Does/did] your employer provide you with any of the following benefits?
If you are not sure whether certain benefits are available, please check the benefits you know of.
(Please check all that apply.)
Employee discounts
0 = No employee discount benefits
1 = Employer has employee discount benefits

Applies to: Respondents who have worked since 1997, excluding respondents who are self employed.
CATI code: B3CURTTL not equal 0 and B3CURTYP not equal 0.
Source:B&B:93/2003 interview

B3CURBH

Current benefits: childcare
CURRENT/MOST RECENT JOB: [job title]
[Does/did] your employer provide you with any of the following benefits?
If you are not sure whether certain benefits are available, please check the benefits you know of.
(Please check all that apply.)
Childcare facility or subsidy
0 = No employer childcare benefits
1 = Employer has childcare benefits

Applies to: Respondents who have worked since 1997, excluding respondents who are self employed.
CATI code: B3CURTTL not equal 0 and B3CURTYP not equal 0.
Source:B&B:93/2003 interview

B3CURBI

Current benefits: transit
CURRENT/MOST RECENT JOB: [job title]
[Does/did] your employer provide you with any of the following benefits?
If you are not sure whether certain benefits are available, please check the benefits you know of.
(Please check all that apply.)
Transit subsidy
0 = No employer transit benefits
1 = Employer has transit benefits

Applies to: Respondents who have worked since 1997, excluding respondents who are self employed.
CATI code: B3CURTTL not equal 0 and B3CURTYP not equal 0.
Source:B&B:93/2003 interview

B3CURBJ

Current benefits: fitness
    CURRENT/MOST RECENT JOB: [job title]
    [Does/did] your employer provide you with any of the following benefits?
    If you are not sure whether certain benefits are available, please check the benefits you know of.
    (Please check all that apply.)
    Fitness facility or subsidy
    0 = No employer fitness benefits
    1 = Employer has fitness benefits

Applies to: Respondents who have worked since 1997, excluding respondents who are self employed.
CATI code: B3CURTTL not equal 0 and B3CURTYP not equal 0.
Source:B&B:93/2003 interview

B3CURBK

Current benefits: employee assistance
    CURRENT/MOST RECENT JOB: [job title]
    [Does/did] your employer provide you with any of the following benefits?
    If you are not sure whether certain benefits are available, please check the benefits you know of.
    (Please check all that apply.)
    Employee assistance (counseling/legal)
    0 = No employer employee assistance benefit
    1 = Employer has employee assistance benefit

Applies to: Respondents who have worked since 1997, excluding respondents who are self employed.
CATI code: B3CURTTL not equal 0 and B3CURTYP not equal 0.
Source:B&B:93/2003 interview

B3CURBX

Current job benefits: none of the above
    CURRENT/MOST RECENT JOB: [job title]
    [Does/did] your employer provide you with any of the following benefits?
    If you are not sure whether certain benefits are available, please check the benefits you know of.
    (Please check all that apply.)
    None of the above
    0 = No employer benefits, none of the above
    1 = Employer has benefits, none of the above

Applies to: Respondents who have worked since 1997, excluding respondents who are self employed.
CATI code: B3CURTTL not equal 0 and B3CURTYP not equal 0.
Source:B&B:93/2003 interview

B3CURHRS

Current job: hours per week
    CURRENT/MOST RECENT JOB: [job title]
    [If CURNUM greater than 1 then]
    Please specify how many hours you work[ed] at your primary job, and how many hours you work[ed] at all other jobs combined.
    [else]
    About how many hours do you work in an average week?
    Hours per week

Applies to: Respondents who have worked since 1997.
CATI code: B3CURTTL not equal 0.
Source:B&B:93/2003 interview

B3CUROTH

Current job: hours non-primary job
    CURRENT/MOST RECENT JOB: [job title]
    [If CURNUM greater than 1 then]
    Please specify how many hours you work[ed] at your primary job, and how many hours you work[ed] at all other jobs combined.
    [else]
    About how many hours do you work in an average week?
    Hours per week
    -1 = Don't know

Applies to: Respondents who have more than one job.
CATI code: B3CURTTL not equal 0 and B3CURNUM greater than 1.
Source:B&B:93/2003 interview

B3PTIME

Reason not working full-time
    CURRENT/MOST RECENT JOB: [job title]
    Earlier you said you are working less than 35 hours per week on average, in your primary job.
    What [is/was] your main reason for working less than full-time, that is, less than 35 hours per week?
    1 = Full-time work is not available
    2 = No employees work a full-time schedule
    3 = Family responsibilities
    4 = Attending school while working
    5 = No need or desire to work full-time
    6 = Pursuing other interests or hobbies
    7 = Health problems prohibit full-time work
    8 = Other

Applies to: Respondents who have worked since 1997 and indicated they are working part-time.
CATI code: B3CURTTL not equal 0 and B3CURPRIM less than 35.
Source:B&B:93/2003 interview

B3CURLC

Current job: primary location
    CURRENT/MOST RECENT JOB: [job title]
    In your current job, where do you spend the greatest number of hours each week?
    [else]
    In your most recent job, where did you spend the greatest number of hours each week?
    1 = At place of employment
    2 = At a job site or on the road
    3 = Working from home (telecommuting)
    4 = Other

Applies to: Respondents who have worked since 1997 and are not currently working as a teacher.
CATI code: B3CURTTL not equal 0 and B3CURTCH not equal 1.
Source:B&B:93/2003 interview

B3CURINC

Salary for current/most recent job
    CURRENT/MOST RECENT JOB: [job title]
    What [is/was] your salary for this job, before taxes and other deductions?

Applies to: Respondents who have worked since 1997 and are not currently working as a teacher.
CATI code: B3CURTTL not equal 0 and B3CURTCH not equal 1.
Imputation note: If B3CURINC equal -9 (missing) then B3CURINC equal median of B3CUREST.
Source:B&B:93/2003 interview

B3CURSAL

Current annual salary
    Derived current annual salary from B3CURINC and B3CURSAL
    if B3CURUNT = 1 (year)   B3CURSAL = B3CURINC
    if B3CURUNT = 2 (month)   B3CURSAL = B3CURINC * 12
    if B3CURUNT = 3 (week)   B3CURSAL = B3CURINC * 52
    if B3CURUNT = 4 (day)   B3CURSAL = B3CURINC * 260
    if B3CURUNT = 5 (hour)   B3CURSAL = B3CURINC * 2080

Applies to: Respondents who have worked since 1997 and are not currently working as a teacher.
CATI code: B3CURTTL not equal 0 and B3CURTCH not equal 1.
Source:B&B:93/2003 interview

B3CURUNT

Current job: unit of time for salary
    CURRENT/MOST RECENT JOB: [job title]
    What [is/was] your salary for this job, before taxes and other deductions?

Applies to: Respondents who have worked since 1997 and are not currently working as a teacher.
CATI code: B3CURTTL not equal 0 and B3CURTCH not equal 1.
Source:B&B:93/2003 interview

B3CUREST

Salary range values
    From the list provided, please select the range that best estimates the salary for your [current/most recent] job.
    1 = Up to $5,000
    2 = $5,000-$9,999
    3 = $10,000-$14,999
    4 = $15,000-$19,999
    5 = $20,000-$29,999
    6 = $30,000-$49,999
    7 = $50,000-$69,999
    8 = $70,000-$89,999
    9 = $90,000 and above
   - 1= Don't know

Applies to: Respondents who have worked since 1997 and are not currently working as a teacher and did report a salary of zero.
CATI code: B3CURTTL not equal 0 and B3CURTCH not equal 1 and B3CURINC not equal 0.
Imputation note: If B3CUREST equal -9 (missing) then B3CUREST equal B3CURINC (the appropriate value was assigned based on where the income fell based on the values in B3CUREST).
Source:B&B:93/2003 interview

B3ESALR1

Current: base annual teaching salary
    What [is/was] your academic year base salary at your [current/most recent] teaching job, not including extra pay for things like summer teaching, coaching, or extra-curricular activities?

Applies to: Respondents who are currently teaching.
CATI code: B3CURTCH equal 1.
Imputation note: If B3ESALR1 equal -9 (missing) then B3ESALR1 equal median value of B3TCHEST.
Source:B&B:93/2003 interview

B3TCHEST

Salary range
From the list provided, please select the range that best estimates the salary for your [current/most recent] job.
1 = Up to $5,000
2 = $5,000-$9,999
3 = $10,000-$14,999
4 = $15,000-$19,999
5 = $20,000-$29,999
6 = $30,000-$49,999
7 = $50,000-$69,999
8 = $70,000-$89,999
9 = $90,000 and above
-1 = Don't know

Applies to: Respondents who are currently teaching.
CATI code: B3CURTCH equal 1.
Imputation note: If BTCHEST equal -9 (missing) then B3TCHEST equal B3ESALR1 (the appropriate value was assigned based n where the income level fell based on the values in B3TCHEST).
Source:B&B:93/2003 interview

B3EOINC1

Current: other income from district
What other income [do/did] you receive from this school or district per year (for things like coaching, teaching night school, working on the yearbook, etc.)?

Applies to: Respondents who are currently teaching.
CATI code: B3CURTCH equal 1.
Source:B&B:93/2003 interview

B3EOOIN1

Current: non-school income
What is your annual income from sources other than the school district (e.g. from other jobs) per year?
Please do not include anyone's income other than your own.

Applies to: Respondents who are currently teaching.
CATI code: B3CURTCH equal 1.
Source:B&B:93/2003 interview

B3JOBSA

Job satisfaction: pay
CURRENT/MOST RECENT JOB: [job title]
Are you satisfied with the following aspects of your job?
Your pay
0 = Not satisfied with pay
1 = Satisfied with pay

Applies to: Respondents who are currently employed.
CATI code: B3CUREMP equal 1.
Source:B&B:93/2003 interview

B3JOBSB

Job satisfaction: fringe benefits
CURRENT/MOST RECENT JOB: [job title]
Are you satisfied with the following aspects of your job?
Fringe benefits
0 = Not satisfied with fringe benefits
1 = Satisfied with fringe benefits

Applies to: Respondents who are currently employed.
CATI code: B3CUREMP equal 1.
Source:B&B:93/2003 interview

B3JOBSC

Job satisfaction: challenge of work
CURRENT/MOST RECENT JOB: [job title]
Are you satisfied with the following aspects of your job?
Importance and challenge of your work
0 = Not satisfied with challenge of work
1 = Satisfied with challenge of work

Applies to: Respondents who are currently employed.
CATI code: B3CUREMP equal 1.
Source:B&B:93/2003 interview

B3JOBSD

Job satisfaction: promotion
CURRENT/MOST RECENT JOB: [job title]
Are you satisfied with the following aspects of your job?
Opportunities for promotion and advancement
0 = Not satisfied with promotion aspects
1 = Satisfied with promotion aspects

Applies to: Respondents who are currently employed.
CATI code: B3CUREMP equal 1.
Source:B&B:93/2003 interview

B3JOBSE

Job satisfaction: training/education
CURRENT/MOST RECENT JOB: [job title]
Are you satisfied with the following aspects of your job?
Opportunities to use training and education
0 = Not satisfied with training/education
1 = Satisfied with training/education

Applies to: Respondents who are currently employed.
CATI code: B3CUREMP equal 1.
Source:B&B:93/2003 interview

B3JOBSF

Job satisfaction: job security
    CURRENT/MOST RECENT JOB: [job title]
    Are you satisfied with the following aspects of your job?
    Job security
    0 = Not satisfied with job security
    1 = Satisfied with job security

Applies to: Respondents who are currently employed.
CATI code: B3CUREMP equal 1.
Source:B&B:93/2003 interview

B3JOBSG

Job satisfaction: further education
    CURRENT/MOST RECENT JOB: [job title]
    Are you satisfied with the following aspects of your job?
    Opportunities for further training and education
    0 = Not satisfied with further education
    1 = Satisfied with further education

Applies to: Respondents who are currently employed.
CATI code: B3CUREMP equal 1.
Source:B&B:93/2003 interview

B3GENSAT

Job satisfaction: generally satisfied
    CURRENT/MOST RECENT JOB: [job title]
    Overall, would you say you are satisfied with your job?
    0 = Not satisfied with general job aspects
    1 = Satisfied with general job aspects

Applies to: Respondents who are currently employed.
CATI code: B3CUREMP equal 1.
Source:B&B:93/2003 interview

B3IMPUG

Importance of undergraduate education
    CURRENT/MOST RECENT JOB: [job title]
    Which of the following factors [are/were] very important to you in your [current/most recent] job?
    (Please check all that apply.)
    Your undergraduate education
    0 = Not very important in job, undergrad edu
    1 = Very important in job, undergrad edu

Applies to: Respondents who have worked since 1997.
CATI code: B3CURTTL not equal 0.
Source:B&B:93/2003 interview

B3IMPGR

Importance of graduate education
    CURRENT/MOST RECENT JOB: [job title]
    Which of the following factors [are/were] very important to you in your [current/most recent] job?
    (Please check all that apply.)
    Your graduate education
    0 = Not very important in job, grad edu
    1 = Very important in job, grad edu

Applies to: Respondents who have worked since 1997.
CATI code: B3CURTTL not equal 0.
Source:B&B:93/2003 interview

B3IMPED

Importance of any other education
    CURRENT/MOST RECENT JOB: [job title]
    Which of the following factors [are/were] very important to you in your [current/most recent] job?
    (Please check all that apply.)
    Any other education you've received
    0 = Not very important in job, other edu
    1 = Very important in job, other edu

Applies to: Respondents who have worked since 1997.
CATI code: B3CURTTL not equal 0.
Source:B&B:93/2003 interview

B3IMPOJT

Importance of formal on the job training
    CURRENT/MOST RECENT JOB: [job title]
    Which of the following factors [are/were] very important to you in your [current/most recent] job?
    (Please check all that apply.)
    Formal on-the-job training
    0 = Not very important in job, job training
    1 = Very important in job, job training

Applies to: Respondents who have worked since 1997.
CATI code: B3CURTTL not equal 0.
Source:B&B:93/2003 interview

B3IMPXO

Importance of experience from other jobs
    CURRENT/MOST RECENT JOB: [job title]
    Which of the following factors [are/were] very important to you in your [current/most recent]
    job?
    (Please check all that apply.)
    Experience from other jobs
    0 = Not very important in job, other jobs
    1 = Very important in job, other jobs

Applies to: Respondents who have worked since 1997.
CATI code: B3CURTTL not equal 0.
Source:B&B:93/2003 interview

B3IMPNA

Importance of job: none of above
    CURRENT/MOST RECENT JOB: [job title]
    Which of the following factors [are/were] very important to you in your [current/most recent]
    job?
    (Please check all that apply.)
    None of the above
    0 = Not very important in job, none of above
    1 = Very important in job, none of above

Applies to: Respondents who have worked since 1997 and did not indicate that any of the
factors listed were very important in their job.
CATI code: B3CURTTL not equal 0 and B3IMPXO equal 0 and B3IMPOJT equal 0 and
B3IMPED equal 0 and B3IMPGR equal 0.
Source:B&B:93/2003 interview

B3REQBA

Degree specified for current job
    CURRENT/MOST RECENT JOB: [job title]
    What kind of degree [is/was] required for your [current/most recent] job?
    1 = No degree
    2 = Associate's degree
    3 = Bachelor's degree
    4 = Master's degree
    5 = Professional degree
    6 = Doctoral degree

Applies to: Respondents who have worked since 1997.
CATI code: B3CURTTL not equal 0.
Source:B&B:93/2003 interview

B3SUPRVS

Current job: supervise work of others
    CURRENT/MOST RECENT JOB: [job title]
    In your [current/most recent job], [do/did] you:
    Supervise the work of others?
    0 = Current job do not supervise other
    1 = Current job supervise others

Applies to: Respondents who have worked since 1997.
CATI code: B3CURTTL not equal 0.
Source:B&B:93/2003 interview

B3HIRE

Current job: hiring and firing decisions
    CURRENT/MOST RECENT JOB: [job title]
    In your [current/most recent job], [do/did] you:
    Participate in hiring and/or firing decisions?
    0 = Current job, do not hire and fire
    1 = Current job, hire and fire

Applies to: Respondents who have worked since 1997.
CATI code: B3CURTTL not equal 0.
Source:B&B:93/2003 interview

B3SETSAL

Current job: setting salary rates
    CURRENT/MOST RECENT JOB: [job title]
    In your [current/most recent job], [do/did] you:
    Participate in setting salary rates for other employees?
    0 = Current job, do not set salary rates
    1 = Current job, set salary rates

Applies to: Respondents who have worked since 1997.
CATI code: B3CURTTL not equal 0.
Source:B&B:93/2003 interview

B3AUTONM

Current job: level of autonomy
    CURRENT/MOST RECENT JOB: [job title]
    Which of the following statements best describes your [current/most recent] job?
    1 = Someone else decides what and how
    2 = Someone else decides, you decide how
    3 = Have freedom in deciding what/how
    4 = You are basically your own boss

Applies to: Respondents who have worked since 1997 and are not self-employed.
CATI code: B3CURTTL not equal 0 and B3CURTYP not equal 0.
Source:B&B:93/2003 interview

B3RELSCH

Job in school related to coursework
CURRENT/MOST RECENT JOB: [job title]
According to what you've already told us, you are enrolled in school and working at the same time. To what extent is your job related to your program of study or coursework?
1 = Job and education program closely related
2 = Job and education program somewhat related
3 = Job and education program are not related

Applies to: Respondents who are currently employed and currently enrolled in a graduate, undergraduate, or certification licensing program.
CATI code: B3CUREMP equal 1 and (B3CRGRD1 equal 1 or B3CRUG1 equal 1 or B3CRCT1 equal 1).
Source:B&B:93/2003 interview

B3PRMROL

Primary role: student or employee
CURRENT/MOST RECENT JOB: [job title]
Since you are both enrolled and working at the same time, do you consider yourself to be primarily...
1 = A student working to meet expenses
2 = Consider self employee enrolled

Applies to: Respondents who are currently employed and currently enrolled in a graduate, undergraduate, or certification licensing program.
CATI code: B3CUREMP equal 1 and (B3CRGRD1 equal 1 or B3CRUG1 equal 1 or B3CRCT1 equal 1).
Source:B&B:93/2003 interview

B3CAREER

Job in desired industry/occupation
CURRENT/MOST RECENT JOB: [job title]
Do you consider your current job to be part of a career you are pursuing in your occupation or industry?
0 = Job not in desired industry/occupation
1 = Job in desired industry/occupation

Applies to: Respondents who are currently employed.
CATI code: B3CURTTL not equal 0 and B3CUREMP equal 1.
Source:B&B:93/2003 interview

B3CARDUR

Years pursuing career in industry
CURRENT/MOST RECENT JOB: [job title]
About how many years have you been working in this career?

Applies to: Respondents who consider their current job to be part of a career they are pursuing in their occupation/industry.
CATI code: B3CURTTL not equal 0 and B3CUREMP equal 1 and B3CAREER equal 1.
Source:B&B:93/2003 interview

B3CARMLT

More than one career in last ten years
Would you say you've had more than one career in the last ten years?
0 = Not more than one career in ten years
1 = More than one career in ten years

Applies to: Respondents who consider their current job to be part of a career they are pursuing in their occupation/industry, excluding respondents who have been working in their career for 10 or more years.
CATI code: B3CURTTL not equal 0 and BCUREMP equal 1 and B3CARDUR less than 10.
Source:B&B:93/2003 interview

B3CARRA

Chose current career: for challenge
Why did you choose your [current/most recent] career?
(Please check all that apply.)
Wanted a greater challenge
0 = Did not choose career, challenge
1 = Chose career, challenge

Applies to: Respondents who have had more than one career in the past ten years and whose current/most recent job is part of a career in their occupation/industry.
CATI code: B3CAREER equal 1 and B3CARMLT equal 1.
Source:B&B:93/2003 interview

B3CARRB

Chose current career: less demanding
Why did you choose your [current/most recent] career?
(Please check all that apply.)
Wanted a less demanding job
0 = Did not choose career, less demand work
1 = Chose career, less demand work

Applies to: Respondents who have had more than one career in the past ten years and whose current/most recent job is part of a career in their occupation/industry.
CATI code: B3CAREER equal 1 and B3CARMLT equal 1.
Source:B&B:93/2003 interview

B3CARRC

Chose current career: more interesting
Why did you choose your [current/most recent] career?
(Please check all that apply.)
Wanted more interesting or satisfying work
0 = Did not choose career, interesting work
1 = Chose career, interesting work

Applies to: Respondents who have had more than one career in the past ten years and whose current/most recent job is part of a career in their occupation/industry.
CATI code: B3CAREER equal 1 and B3CARMLT equal 1.
Source:B&B:93/2003 interview

B3CARRD

Chose current career: lost interest
 Why did you choose your [current/most recent] career?
 (Please check all that apply.)
 Lost interest in your prior career path
 0 = Did not choose career, lost interest
 1 = Chose career, lost interest

Applies to: Respondents who have had more than one career in the past ten years and whose current/most recent job is part of a career in their occupation/industry.
CATI code: B3CAREER equal 1 and B3CARMLT equal 1.
Source:B&B:93/2003 interview

B3CARRE

Chose current career: new training/ed
 Why did you choose your [current/most recent] career?
 (Please check all that apply.)
 Acquired new training or education
 0 = Did not choose career, new training/edu
 1 = Chose career, new training/edu

Applies to: Respondents who have had more than one career in the past ten years and whose current/most recent job is part of a career in their occupation/industry.
CATI code: B3CAREER equal 1 and B3CARMLT equal 1.
Source:B&B:93/2003 interview

B3CARRF

Chose current career: more money
 Why did you choose your [current/most recent] career?
 (Please check all that apply.)
 Wanted more money or benefits
 0 = Did not choose career, more money
 1 = Chose career, more money

Applies to: Respondents who have had more than one career in the past ten years and whose current/most recent job is part of a career in their occupation/industry.
CATI code: B3CAREER equal 1 and B3CARMLT equal 1.
Source:B&B:93/2003 interview

B3CARRG

Chose current career: for advancement
 Why did you choose your [current/most recent] career?
 (Please check all that apply.)
 Wanted greater opportunities for advancement
 0 = Did not choose career, for advancement
 1 = Chose career, for advancement

Applies to: Respondents who have had more than one career in the past ten years and whose current/most recent job is part of a career in their occupation/industry.
CATI code: B3CAREER equal 1 and B3CARMLT equal 1.
Source:B&B:93/2003 interview

B3CARRH

Chose current career: personal values
 Why did you choose your [current/most recent] career?
 (Please check all that apply.)
 Found your personal values had changed
 0 = Did not choose career, personal values
 1 = Chose career, personal values

Applies to: Respondents who have had more than one career in the past ten years and whose current/most recent job is part of a career in their occupation/industry.
CATI code: B3CAREER equal 1 and B3CARMLT equal 1.
Source:B&B:93/2003 interview

B3CARRX

Chose current career: other
 Why did you choose your [current/most recent] career?
 (Please check all that apply.)
 0 = Did not choose career, other
 1 = Chose career, other

Applies to: Respondents who have had more than one career in the past ten years and whose current/most recent job is part of a career in their occupation/industry.
CATI code: B3CAREER equal 1 and B3CARMLT equal 1.
Source:B&B:93/2003 interview

B3CURDES

Description of job not considered career
 CURRENT/MOST RECENT JOB: [job title]
 Since you don't consider this job to be a career position, how would you describe it?
 1 = Working while decide on future ed/career
 2 = Just paying the bills
 3 = Continue in job held before left school
 4 = Working to prepare for graduate school
 5 = Doing what want to do
 6 = Exploring career options
 7 = Only job available
 8 = Other

Applies to: Respondents whose current job is not part of a career in their occupation/industry.
CATI code: B3CAREER not equal 1.
Source:B&B:93/2003 interview

B3EXPWRK

Expect same type of work in three years
 CURRENT/MOST RECENT JOB: [job title]
 Do you expect to be doing the same type of work three years from now?
 0 = Do not expect same work in three years
 1 = Expect same work in three years

Applies to: Respondents who are currently employed.
CATI code: B3CUREMP equal 1.
Source:B&B:93/2003 interview

B3NUMOUT

Times out of work for 3 months or more
 The next set of questions is about any time you have not worked in the last 6 years.
 Since 1997, about how many times have you not worked for a period of 3 months or more?
 0 = None
 1 = 1 time
 2 = 2 times
 3 = 3 times
 4 = 4 times
 5 = 5 times
 6 = 6 times
 7 = More than 6 times
 8 = I have not worked since 1997

Applies to: Respondents who have worked since 1997.
CATI code: B3CURTTL not equal 0.
Source:B&B:93/2003 interview

B3LOOK1

Looking for work while unemployed 1
 [if iNUMOUT equal 1 then]
 During that time, were you available and looking for work?
 [else]
 For each period of time, or spell, in which you were not working since 1997, please indicate whether you were available and looking for work during that time?
 0 = Did not look for work while unemployed 1
 1 = Looked for work while unemployed 1

Applies to: Respondents who have not worked for a period of 3 months or more since 1997. This question excludes respondents who have not worked at all since 1997.
CATI code: B3NUMOUT greater than equal 1 and B3NUMOUT not equal 8.
Source:B&B:93/2003 interview

B3LOOK2

Looking for work while unemployed 2
 [if iNUMOUT equal 1 then]
 During that time, were you available and looking for work?
 [else]
 For each period of time, or spell, in which you were not working since 1997, please indicate whether you were available and looking for work during that time?
 0 = Did not look for work while unemployed 2
 1 = Looked for work while unemployed 2

Applies to: Respondents who have not worked for at least two separate periods of 3 months or more since 1997. This question excludes respondents who have not worked at all since 1997.
CATI code: B3NUMOUT greater than equal 2 and B3NUMOUT not equal 8.
Source:B&B:93/2003 interview

B3LOOK3

Looking for work while unemployed 3
 [if iNUMOUT equal 1 then]
 During that time, were you available and looking for work?
 [else]
 For each period of time, or spell, in which you were not working since 1997, please indicate whether you were available and looking for work during that time?
 0 = Did not look for work while unemployed 3
 1 = Looked for work while unemployed 3

Applies to: Respondents who have not worked for at least three separate periods of 3 months or more since 1997. This question excludes respondents who have not worked at all since 1997.
CATI code: B3NUMOUT greater than equal 3 and B3NUMOUT not equal 8.
Source:B&B:93/2003 interview

B3LOOK4

Looking for work while unemployed 4
 [if iNUMOUT equal 1 then]
 During that time, were you available and looking for work?
 [else]
 For each period of time, or spell, in which you were not working since 1997, please indicate whether you were available and looking for work during that time?
 0 = Did not look for work while unemployed 4
 1 = Looked for work while unemployed 4

Applies to: Respondents who have not worked for at least four separate periods of 3 months or more since 1997. This question excludes respondents who have not worked at all since 1997.
CATI code: B3NUMOUT greater than equal 4 and B3NUMOUT not equal 8.
Source:B&B:93/2003 interview

B3LOOK5

Looking for work while unemployed 5
 [if iNUMOUT equal 1 then]
 During that time, were you available and looking for work?
 [else]
 For each period of time, or spell, in which you were not working since 1997, please indicate whether you were available and looking for work during that time?
 0 = Did not look for work while unemployed 5
 1 = Looked for work while unemployed 5

Applies to: Respondents who have not worked for at least five separate periods of 3 months or more since 1997. This question excludes respondents who have not worked at all since 1997.
CATI code: B3NUMOUT greater than equal 5 and B3NUMOUT not equal 8.
Source:B&B:93/2003 interview

B3LOOK6

Looking for work while unemployed 6
    [if iNUMOUT equal 1 then]
    During that time, were you available and looking for work?
    [else]
    For each period of time, or spell, in which you were not working since 1997, please indicate whether you were available and looking for work during that time?
    0 = Did not look for work while unemployed 6
    1 = Looked for work while unemployed 6

Applies to: Respondents who have not worked for at least six separate periods of 3 months or more since 1997. This question excludes respondents who have not worked at all since 1997.
CATI code: B3NUMOUT greater than equal 6 and B3NUMOUT not equal 8.
Source:B&B:93/2003 interview

B3LOOK7

Looking for work while unemployed 7
    [if iNUMOUT equal 1 then]
    During that time, were you available and looking for work?
    [else]
    For each period of time, or spell, in which you were not working since 1997, please indicate whether you were available and looking for work during that time?
    0 = Did not look for work while unemployed 7
    1 = Looked for work while unemployed 7

Applies to: Respondents who have not worked for at least seven separate periods of 3 months or more since 1997. This question excludes respondents who have not worked at all since 1997.
CATI code: B3NUMOUT greater than equal 7 and B3NUMOUT not equal 8.
Source:B&B:93/2003 interview

B3UNEMP

Number of times unemployed

Applies to: All respondents.
Imputation note: If B3NUMOUT equal 0 then B3UNEMP equal 0.
Note: B3UNEMP equal number of times B3LOOK*not equal 0
Source:B&B:93/2003 interview

B3OLF

Number of times out of the labor force

Applies to: All respondents.
Imputation note: If B3NUMOUT equal 0 then B3OLF equal 0.
Note: B3OLF equal number of times B3LOOK* equal 0
Source:B&B:93/2003 interview

B3UNCM1

Compensation while unemployed 1
    Since 1997, have you ever received unemployment compensation while you were unemployed but looking for work?
    0 = No compensation while unemployed 1
    1 = Had compensation while unemployed 1

Applies to: Respondents who have not worked for a period of 3 months or more since 1997 and are not currently receiving unemployment compensation.
CATI code: B3NUMOUT greater than equal 1 and B3CURUEM not equal 1.
Source:B&B:93/2003 interview

B3OLFTMY

Total time out of labor force:years
    [if T_OLF equal 1]
    How long were you out of the labor force, that is, not working and not looking for work?
    [else]
    What was the total amount of time that you were out of the labor force, that is, not working and not looking for work?

Applies to: Respondents who indicated they have been out of the labor force since 1997.
CATI code: B3NUMOUT greater than 0 and B3NUMOUT not equal 8 and (B3LOOK1 equal 0 or B3LOOK2 equal 0 or B3LOOK3 equal 0 or B3LOOK4 equal 0 or B3LOOK5 equal 0 or B3LOOK6 equal 0 or B3LOOK7 equal 0).
Source:B&B:93/2003 interview

B3OLTFMM

Total time out of labor force:months
    [if T_OLF equal 1]
    How long were you out of the labor force, that is, not working and not looking for work?
    [else]
    What was the total amount of time that you were out of the labor force, that is, not working and not looking for work?

Applies to: Respondents who indicated they have been out of the labor force since 1997.
CATI code: B3NUMOUT greater than 0 and B3NUMOUT not equal 8 and (B3LOOK1 equal 0 or B3LOOK2 equal 0 or B3LOOK3 equal 0 or B3LOOK4 equal 0 or B3LOOK5 equal 0 or B3LOOK6 equal 0 or B3LOOK7 equal 0).
Source:B&B:93/2003 interview

B3OLFLY

Longest spell out of labor force:years
    What was the longest amount of time that you were not working and also not looking for work?

Applies to: Respondents who indicated they have been out of the labor force since 1997.
CATI code: B3NUMOUT greater than 0 and B3NUMOUT not equal 8 and (B3LOOK1 equal 0 or B3LOOK2 equal 0 or B3LOOK3 equal 0 or B3LOOK4 equal 0 or B3LOOK5 equal 0 or B3LOOK6 equal 0 or B3LOOK7 equal 0).
Source:B&B:93/2003 interview

B3OLFMM

Longest spell out of labor force:months
>   What was the longest amount of time that you were not working and also not looking for
>   work?

Applies to: Respondents who indicated they have been out of the labor force since 1997.
CATI code: B3NUMOUT greater than 0 and B3NUMOUT not equal 8 and (B3LOOK1 equal 0 or
B3LOOK2 equal 0 or B3LOOK3 equal 0 or B3LOOK4 equal 0 or B3LOOK5 equal 0 or
B3LOOK6 equal 0 or B3LOOK7 equal 0).
Source:B&B:93/2003 interview

B3RSNOA

Reason: enrolled in school
>   [if T_OLF equal 1 then]
>   What were the reasons that you were out of the work force?
>   [else]
>   What were your reasons for being out of the work force during the longest period of time
>   that you were both not working and not looking for work?
>   Enrolled in school
>   0 = Not a reason out of workforce, school
>   1 = Reason out of workforce, school

Applies to: Respondents who indicated they have been out of the labor force since 1997.
CATI code: B3NUMOUT greater than 0 and B3NUMOUT not equal 8 and (B3LOOK1 equal 0 or
B3LOOK2 equal 0 or B3LOOK3 equal 0 or B3LOOK4 equal 0 or B3LOOK5 equal 0 or
B3LOOK6 equal 0 or B3LOOK7 equal 0).
Source:B&B:93/2003 interview

B3RSNOB

Reason: raising family
>   [if T_OLF equal 1 then]
>   What were the reasons that you were out of the work force?
>   [else]
>   What were your reasons for being out of the work force during the longest period of time
>   that you were both not working and not looking for work?
>   Raising family
>   0 = Not a reason out of workforce, family
>   1 = Reason out of workforce, family

Applies to: Respondents who indicated they have been out of the labor force since 1997.
CATI code: B3NUMOUT greater than 0 and B3NUMOUT not equal 8 and (B3LOOK1 equal 0 or
B3LOOK2 equal 0 or B3LOOK3 equal 0 or B3LOOK4 equal 0 or B3LOOK5 equal 0 or
B3LOOK6 equal 0 or B3LOOK7 equal 0).
Source:B&B:93/2003 interview

B3RSNOC

Reason: caring for family members
>   [if T_OLF equal 1 then]
>   What were the reasons that you were out of the work force?
>   [else]
>   What were your reasons for being out of the work force during the longest period of time
>   that you were both not working and not looking for work?
>   Caring for family members
>   0 = Not a reason out of workforce, caring
>   1 = Reason out of workforce, caring

Applies to: Respondents who indicated they have been out of the labor force since 1997.
CATI code: B3NUMOUT greater than 0 and B3NUMOUT not equal 8 and (B3LOOK1 equal 0 or
B3LOOK2 equal 0 or B3LOOK3 equal 0 or B3LOOK4 equal 0 or B3LOOK5 equal 0 or
B3LOOK6 equal 0 or B3LOOK7 equal 0).
Source:B&B:93/2003 interview

B3RSNOD

Reason: in rehab/other medical facility
>   [if T_OLF equal 1 then]
>   What were the reasons that you were out of the work force?
>   [else]
>   What were your reasons for being out of the work force during the longest period of time
>   that you were both not working and not looking for work?
>   In rehabilitation or other medical facility
>   0 = Not a reason out of workforce, in rehab
>   1 = Reason out of workforce, in rehab

Applies to: Respondents who indicated they have been out of the labor force since 1997.
CATI code: B3NUMOUT greater than 0 and B3NUMOUT not equal 8 and (B3LOOK1 equal 0 or
B3LOOK2 equal 0 or B3LOOK3 equal 0 or B3LOOK4 equal 0 or B3LOOK5 equal 0 or
B3LOOK6 equal 0 or B3LOOK7 equal 0).
Source:B&B:93/2003 interview

B3RSNOE

Reason: incarcerated
>   [if T_OLF equal 1 then]
>   What were the reasons that you were out of the work force?
>   [else]
>   What were your reasons for being out of the work force during the longest period of time
>   that you were both not working and not looking for work?
>   Incarcerated
>   0 = Not a reason out of workforce, jail
>   1 = Reason out of workforce, jail

Applies to: Respondents who indicated they have been out of the labor force since 1997.
CATI code: B3NUMOUT greater than 0 and B3NUMOUT not equal 8 and (B3LOOK1 equal 0 or
B3LOOK2 equal 0 or B3LOOK3 equal 0 or B3LOOK4 equal 0 or B3LOOK5 equal 0 or
B3LOOK6 equal 0 or B3LOOK7 equal 0).
Source:B&B:93/2003 interview

B3RSNOF

Reason: did not need to work
    [if T_OLF equal 1 then]
    What were the reasons that you were out of the work force?
    [else]
    What were your reasons for being out of the work force during the longest period of time
    that you were both not working and not looking for work?
    Did not need to work
    0 = Not a reason out of workforce, no need
    1 = Reason out of workforce, no need

Applies to: Respondents who indicated they have been out of the labor force since 1997.
CATI code: B3NUMOUT greater than 0 and B3NUMOUT not equal 8 and (B3LOOK1 equal 0 or
B3LOOK2 equal 0 or B3LOOK3 equal 0 or B3LOOK4 equal 0 or B3LOOK5 equal 0 or
B3LOOK6 equal 0 or B3LOOK7 equal 0).
Source:B&B:93/2003 interview

B3RSNOG

Reason: fired from last job
    [if T_OLF equal 1 then]
    What were the reasons that you were out of the work force?
    [else]
    What were your reasons for being out of the work force during the longest period of time
    that you were both not working and not looking for work?
    Fired from last job
    0 = Not a reason out of workforce, fired
    1 = Reason out of workforce, fired

Applies to: Respondents who indicated they have been out of the labor force since 1997.
CATI code: B3NUMOUT greater than 0 and B3NUMOUT not equal 8 and (B3LOOK1 equal 0 or
B3LOOK2 equal 0 or B3LOOK3 equal 0 or B3LOOK4 equal 0 or B3LOOK5 equal 0 or
B3LOOK6 equal 0 or B3LOOK7 equal 0).
Source:B&B:93/2003 interview

B3RSNOH

Reason: laid off from previous job
    [if T_OLF equal 1 then]
    What were the reasons that you were out of the work force?
    [else]
    What were your reasons for being out of the work force during the longest period of time
    that you were both not working and not looking for work?
    Laid off from previous job
    0 = Not a reason out of workforce, laid off
    1 = Reason out of workforce, laid off

Applies to: Respondents who indicated they have been out of the labor force since 1997.
CATI code: B3NUMOUT greater than 0 and B3NUMOUT not equal 8 and (B3LOOK1 equal 0 or
B3LOOK2 equal 0 or B3LOOK3 equal 0 or B3LOOK4 equal 0 or B3LOOK5 equal 0 or
B3LOOK6 equal 0 or B3LOOK7 equal 0).
Source:B&B:93/2003 interview

B3RSNOI

Reason: joined volunteer organization
    [if T_OLF equal 1 then]
    What were the reasons that you were out of the work force?
    [else]
    What were your reasons for being out of the work force during the longest period of time
    that you were both not working and not looking for work?
    Joined volunteer organization (such as the Peace Corps)
    0 = Not a reason out of workforce, volunteer
    1 = Reason out of workforce, volunteer

Applies to: Respondents who indicated they have been out of the labor force since 1997.
CATI code: B3NUMOUT greater than 0 and B3NUMOUT not equal 8 and (B3LOOK1 equal 0 or
B3LOOK2 equal 0 or B3LOOK3 equal 0 or B3LOOK4 equal 0 or B3LOOK5 equal 0 or
B3LOOK6 equal 0 or B3LOOK7 equal 0).
Source:B&B:93/2003 interview

B3RSNOJ

Reason: serving as missionary
    [if T_OLF equal 1 then]
    What were the reasons that you were out of the work force?
    [else]
    What were your reasons for being out of the work force during the longest period of time
    that you were both not working and not looking for work?
    Serving as missionary
    0 = Not a reason out of workforce, missionary
    1 = Reason out of workforce, missionary

Applies to: Respondents who indicated they have been out of the labor force since 1997.
CATI code: B3NUMOUT greater than 0 and B3NUMOUT not equal 8 and (B3LOOK1 equal 0 or
B3LOOK2 equal 0 or B3LOOK3 equal 0 or B3LOOK4 equal 0 or B3LOOK5 equal 0 or
B3LOOK6 equal 0 or B3LOOK7 equal 0).
Source:B&B:93/2003 interview

B3RSNOK

Reason: joined a religious order
    [if T_OLF equal 1 then]
    What were the reasons that you were out of the work force?
    [else]
    What were your reasons for being out of the work force during the longest period of time
    that you were both not working and not looking for work?
    Joined a religious order
    0 = Not a reason out of workforce, religious
    1 = Reason out of workforce, religious

Applies to: Respondents who indicated they have been out of the labor force since 1997.
CATI code: B3NUMOUT greater than 0 and B3NUMOUT not equal 8 and (B3LOOK1 equal 0 or
B3LOOK2 equal 0 or B3LOOK3 equal 0 or B3LOOK4 equal 0 or B3LOOK5 equal 0 or
B3LOOK6 equal 0 or B3LOOK7 equal 0).
Source:B&B:93/2003 interview

B3RSNOL

Reason: just completed education/training
    [if T_OLF equal 1 then]
    What were the reasons that you were out of the work force?
    [else]
    What were your reasons for being out of the work force during the longest period of time
    that you were both not working and not looking for work?
    Just completed education/training
    0 = Not a reason out of workforce, new grad
    1 = Reason out of workforce, new grad

Applies to: Respondents who indicated they have been out of the labor force since 1997.
CATI code: B3NUMOUT greater than 0 and B3NUMOUT not equal 8 and (B3LOOK1 equal 0 or
B3LOOK2 equal 0 or B3LOOK3 equal 0 or B3LOOK4 equal 0 or B3LOOK5 equal 0 or
B3LOOK6 equal 0 or B3LOOK7 equal 0).
Source:B&B:93/2003 interview

B3RSNOX

Reason: other
    [if T_OLF equal 1 then]
    What were the reasons that you were out of the work force?
    [else]
    What were your reasons for being out of the work force during the longest period of time
    that you were both not working and not looking for work?
    Other
    0 = Not a reason out of workforce, other
    1 = Reason out of workforce, other

Applies to: Respondents who indicated they have been out of the labor force since 1997.
CATI code: B3NUMOUT greater than 0 and B3NUMOUT not equal 8 and (B3LOOK1 equal 0 or
B3LOOK2 equal 0 or B3LOOK3 equal 0 or B3LOOK4 equal 0 or B3LOOK5 equal 0 or
B3LOOK6 equal 0 or B3LOOK7 equal 0).
Source:B&B:93/2003 interview

B3UTIMY

Total time of unemployment:years
    [if T_UNEMP equal 1]
    How long were you unemployed, that is, not working but looking for work?
    [else]
    What was the total amount of time that you were unemployed, that is, not working but
    looking for work?

Applies to: Respondents who indicated they have been unemployed at least once since 1997.
CATI code: B3NUMOUT greater than 0 an B3NUMUT not equal 8 and (B3LOOK1 equal 1 or
B3LOOK2 equal 1 or B3LOOK3 equal 1 or B3LOOK4 equal 1 or B3LOOK5 equal 1 or
B3LOOK6 equal 1 or B3LOOK7 equal 1).
Source:B&B:93/2003 interview

B3UTIMM

Total time of unemployment:months
    [if T_UNEMP equal 1]
    How long were you unemployed, that is, not working but looking for work?
    [else]
    What was the total amount of time that you were unemployed, that is, not working but
    looking for work?

Applies to: Respondents who indicated they have been unemployed at least once since 1997.
CATI code: B3NUMOUT greater than 0 an B3NUMUT not equal 8 and (B3LOOK1 equal 1 or
B3LOOK2 equal 1 or B3LOOK3 equal 1 or B3LOOK4 equal 1 or B3LOOK5 equal 1 or
B3LOOK6 equal 1 or B3LOOK7 equal 1).
Source:B&B:93/2003 interview

B3UNLY

Longest spell of unemployment:years
    What was the longest amount of time that you were not working but looking for work?

Applies to: Respondents who indicated they have been unemployed at least once since 1997.
CATI code: B3NUMOUT greater than 0 an B3NUMUT not equal 8 and (B3LOOK1 equal 1 or
B3LOOK2 equal 1 or B3LOOK3 equal 1 or B3LOOK4 equal 1 or B3LOOK5 equal 1 or
B3LOOK6 equal 1 or B3LOOK7 equal 1).
Source:B&B:93/2003 interview

B3UNLMM

Longest spell of unemployment:months
    What was the longest amount of time that you were not working but looking for work?

Applies to: Respondents who indicated they have been unemployed at least once since 1997.
CATI code: B3NUMOUT greater than 0 an B3NUMUT not equal 8 and (B3LOOK1 equal 1 or
B3LOOK2 equal 1 or B3LOOK3 equal 1 or B3LOOK4 equal 1 or B3LOOK5 equal 1 or
B3LOOK6 equal 1 or B3LOOK7 equal 1).
Source:B&B:93/2003 interview

B3JOBS97

Number of different jobs since 1997
    How many different jobs have you had since 1997?
    Please include different jobs with the same employer.

Applies to: Respondents who have worked since 1997.
CATI code: B3CURTTL not equal 0.
Source:B&B:93/2003 interview

B3EMP97

Number of different employers since 1997
    How many different employers have you had since 1997?

Applies to: Respondents who have worked since 1997.
CATI code: B3CURTTL not equal 0.
Source:B&B:93/2003 interview

B3PT97

Worked jobs that were not full-time
Since February 1997, have you ever worked less than full-time, that is, less than 35 hours per week?
[else]
Since February 1997, have there been other jobs in which you've worked less than full-time, that is less than 35 hours per week?
0 = No jobs that were part-time
1 = Had jobs that were part-time

Applies to: Respondents who have worked since 1997.
CATI code: B3CURTTL not equal 0 and B3NUMOUT not equal 8.
Source:B&B:93/2003 interview

B3RSNPA

Reason part-time: full-time unavailable
Which of the following reasons ever contributed to your not working full time?
(Please check all that apply.)
Full-time work was not available
0 = Not reason part-time, no full-time
1 = Reason part-time, no full-time

Applies to: Respondents who have worked less than full-time since 1997.
CATI code: B3PT97 equal 1.
Source:B&B:93/2003 interview

B3RSNPB

Reason part-time: none worked full-time
Which of the following reasons ever contributed to your not working full time?
(Please check all that apply.)
None of the employees worked a full-time schedule
0 = Not reason part-time, none work full-time
1 = Reason part-time, none work full-time

Applies to: Respondents who have worked less than full-time since 1997.
CATI code: B3PT97 equal 1.
Source:B&B:93/2003 interview

B3RSNPC

Reason part-time: responsible for family
Which of the following reasons ever contributed to your not working full time?
(Please check all that apply.)
Family responsibilities
0 = Not reason part-time, family
1 = Reason part-time, family

Applies to: Respondents who have worked less than full-time since 1997.
CATI code: B3PT97 equal 1.
Source:B&B:93/2003 interview

B3RSNPD

Reason part-time: attend school
Which of the following reasons ever contributed to your not working full time?
(Please check all that apply.)
Attended school while working
0 = Not reason part-time, attend school
1 = Reason part-time, attend school

Applies to: Respondents who have worked less than full-time since 1997.
CATI code: B3PT97 equal 1.
Source:B&B:93/2003 interview

B3RSNPE

Reason part-time: no need for full-time
Which of the following reasons ever contributed to your not working full time?
(Please check all that apply.)
No need or desire to work full-time
0 = Not reason part-time, no need
1 = Reason part-time, no need

Applies to: Respondents who have worked less than full-time since 1997.
CATI code: B3PT97 equal 1.
Source:B&B:93/2003 interview

B3RSNPF

Reason part-time: other interests
Which of the following reasons ever contributed to your not working full time?
(Please check all that apply.)
Pursuing other interests or hobbies
0 = Not reason part-time, other interests
1 = Reason part-time, other interests

Applies to: Respondents who have worked less than full-time since 1997.
CATI code: B3PT97 equal 1.
Source:B&B:93/2003 interview

B3RSNPG

Reason part-time: health problems
Which of the following reasons ever contributed to your not working full time?
(Please check all that apply.)
Health problems prohibited full-time work
0 = Not reason part-time, health problems
1 = Reason part-time, health problems

Applies to: Respondents who have worked less than full-time since 1997.
CATI code: B3PT97 equal 1.
Source:B&B:93/2003 interview

B3RSNPX

Reason part-time: other
Which of the following reasons ever contributed to your not working full time?
(Please check all that apply.)
Other
0 = Not reason part-time, other
1 = Reason part-time, other

Applies to: Respondents who have worked less than full-time since 1997.
CATI code: B3PT97 equal 1.
Source:B&B:93/2003 interview

B3PTYY

Years less than full-time since 1997
What would you estimate is the total amount of time you've worked less than full-time since [year of last interview]?
Years:

Applies to: Respondents who have worked less than full-time since 1997.
CATI code: B3PT97 equal 1.
Source:B&B:93/2003 interview

B3LVCHLD

Taken any leave for children
Since 1997, have you taken either paid or unpaid leave for any of the following reasons: the birth or adoption of a child, to raise your children, or the medical care of your children?
0 = Did not take leave for children
1 = Took leave for children
2 = Not applicable - no children

Applies to: Respondents who have worked since 1997.
CATI code: B3CURTTL not equal 0 and B3NUMOUT not equal 8.
Source:B&B:93/2003 interview

B3LVCTY

Total leave: years
Since 1997, what would you estimate is the total amount of time - both paid and unpaid - you have been on leave for the birth or adoption of a child, to raise your children, or for the medical care of your children?
Years:

Applies to: Respondents who have worked since 1997.
CATI code: B3CURTTL not equal 0 and B3NUMOUT not equal 8.
Imputation note: If B3LVCHLD equal 0,2 then B3LVCTY equal 0.
Source:B&B:93/2003 interview

B3LVCTM

Total leave: months
Since 1997, what would you estimate is the total amount of time - both paid and unpaid - you have been on leave for the birth or adoption of a child, to raise your children, or for the medical care of your children?
Months:

Applies to: Respondents who have worked since 1997.
CATI code: B3CURTTL not equal 0 and B3NUMOUT not equal 8.
Imputation note: If B3LVCHLD equal 0,2 then B3LVCTM equal 0.
Source:B&B:93/2003 interview

B3LVPTY

Paid leave: years
How much of that [TIME] was paid leave?

Applies to: Respondents who have worked since 1997, but reported taking no leave.
CATI code: B3CURTTL not equal 0 and B3NUMOUT not equal 8 and (B3LVCTM greater than 0 or B3LVCTY greater than 0).
Imputation note: If B3LVCHLD equal 0,2 then B3LVPTY equal 0.
Source:B&B:93/2003 interview

B3LVPTM

Paid leave: months
How much of that [TIME] was paid leave?

Applies to: Respondents who have worked since 1997.
CATI code: B3CURTTL not equal 0 and B3NUMOUT not equal 8 and (B3LVCTM greater than 0 or B3LVCTY greater than 0).
Imputation note: If B3LVCHLD equal 0,2 then B3LVPTM equal 0.
Source:B&B:93/2003 interview

B3TCHPST

Ever worked as teacher or aide
    [If Y_PREP equal 7 then]
    Our records indicate that you have been a teacher at the K-12 level in the past.
    [end if]
    Since 1997, have you worked as a teacher, a teacher's aide, or a substitute teacher at the
    K-12 level?
    0 = Never worked as a teacher
    1 = Worked as a teacher
    -1 = Don't know

Applies to: Respondents who are not currently teaching.
CATI code: B3CURTCH not equal 1.
Imputation note: if Y_PREP in (2 5 6 7) and B3CURTCH not equal 1 and B3TCHPST in (-9 -3 -7) then B3TCHPST equal 1.
Source:B&B:93/2003 interview

B3TCHPRP

Done anything to prepare self to teach
    Have you taken courses or done anything else to prepare yourself for a career in teaching
    at the K-12 level?
    0 = Never done anything to prepare to teach
    1 = Prepared for teaching
    -1 = Don't know

Applies to: Respondents who are not currently teaching, but have either taught in the past, student taught, or been certified, or respondents who have never taught.
CATI code: (B3CURTCH not equal 1 and Y_PREP equal 3,4,5,6) or (B3CURCH not equal 1 and B3TCHPST not equal 1 and Y_PREP equal 0,1).
Imputation note: If Y_PREP equal 3,4,5,6 then B3TCHPRP equal 1.
Source:B&B:93/2003 interview

B3CONSDR

Currently considering teaching
    Are you currently considering teaching at the K-12 level as a career?
    0 = Never considered teaching
    1 = Considered teaching
    -1 = Don't know

Applies to: Respondents who are not currently teaching, have not taught since 1997, have done nothing to prepare for a career in teaching and indicating in prior interviews they had no interest in teaching.
CATI code: B3CURTCH equal 0 and B3TCHPST equal 0 and B3TCHPRP equal 0 and Y_PREP equal 0.
Source:B&B:93/2003 interview

B3EVRCON

Ever considered teaching
    Have you ever considered teaching at the K-12 level as a career?
    0 = Not currently considering teaching
    1 = Currently considering teaching

Applies to: Respondents who are not currently teaching, have not taught, have not done anything to prepare to teach, and are not currently considering teaching as a career; or respondents who are not currently teaching, but indicated in a prior interview they have prepared for teaching or taught.
CATI code: (B3CURTCH not equal 1 and B3TCHPST not equal 1 and B3TCHPRP not equal 1 and B3CONSDR not equal 1) or (B3CURTCH not equal 1 and Y_PREP equal 1-7.
Source:B&B:93/2003 interview

B3EVRCRT

Ever licensed/certified to teach
    Have you ever been certified or licensed to teach at the K-12 level?
    0 = Never been certified to teach
    1 = Been certified to teach
    -1 = Don't know

Applies to: Respondents who are currently teaching, have taught in the past, or have prepared for teaching.
CATI code: B3CURTCH equal 1 or B3TCHPST equal 1 or B3TCHPRP equal 1.
Imputation note: If Y_PREP equal 4,6 then B3EVRCRT equal 1.
Source:B&B:93/2003 interview

B3PRPSTD

Completed student teaching
    Have you already completed your student teaching?
    0 = Have not completed student teaching
    1 = Completed student teaching

Applies to: Respondents who are currently teaching, have taught in the past, or have prepared for teaching, excluding respondents who hold a regular standard or advanced certificate and respondents who had preloaded information indicating they had completed student teaching.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1 or B3TCHPRP equal 1 or Y_PREP equal 7) and (B3CRTTYP not equal 4,5,6 and Y_PREP not equal 3,5).
Source:B&B:93/2003 interview

B3CRTTYP

Highest teaching certificate held
What is the highest level at which you have ever been certified to teach by at least one state?
1 = Other
2 = Emergency certificate
3 = Temporary certificate
4 = Probationary certificate
5 = Regular standard certificate
6 = Advanced professional certificate

Applies to: Respondents who indicated they have been certified or licensed to teach at the K-12 level.
CATI code: B3EVRCRT equal 1.
Source:B&B:93/2003 interview

B3CRTMY1

Date became certified to teach 1
In what month and year were you first certified to teach at the probationary level or higher?

Applies to: Respondents who have been certified at the probationary level or higher.
CATI code: B3CRTTYP equal 4,5,6.
Source:B&B:93/2003 interview

B3CRT1A

Certified 1: Art/Drama/Music
At that time, in what field(s) were you certified at the probationary level or higher?
(Please check all that apply.)
Art, Drama, Music
0 = Not certified in Art/Drama/Music
1 = Certified in Art/Drama/Music

Applies to: Respondents who have been certified at the probationary level or higher.
CATI code: B3CRTTYP equal 4,5,6.
Source:B&B:93/2003 interview

B3CRT1B

Certified 1: Business
At that time, in what field(s) were you certified at the probationary level or higher?
(Please check all that apply.)
Business
0 = Not certified in Business
1 = Certified in Business

Applies to: Respondents who have been certified at the probationary level or higher.
CATI code: B3CRTTYP equal 4,5,6.
Source:B&B:93/2003 interview

B3CRT1C

Certified 1: Economics/Political Systems
At that time, in what field(s) were you certified at the probationary level or higher?
(Please check all that apply.)
Economics, Political Systems
0 = Not certified in Economics
1 = Certified in Economics

Applies to: Respondents who have been certified at the probationary level or higher.
CATI code: B3CRTTYP equal 4,5,6.
Source:B&B:93/2003 interview

B3CRT1D

Certified 1: Elementary/Early Childhood
At that time, in what field(s) were you certified at the probationary level or higher?
(Please check all that apply.)
Elementary, Early Childhood Education
0 = Not certified in early childhood educ
1 = Certified in early childhood educ

Applies to: Respondents who have been certified at the probationary level or higher.
CATI code: B3CRTTYP equal 4,5,6.
Source:B&B:93/2003 interview

B3CRT1E

Certified 1: Language Arts
At that time, in what field(s) were you certified at the probationary level or higher?
(Please check all that apply.)
English, Journalism, Reading, Creative Writing
0 = Not certified in Language Arts
1 = Certified in Language Arts

Applies to: Respondents who have been certified at the probationary level or higher.
CATI code: B3CRTTYP equal 4,5,6.
Source:B&B:93/2003 interview

B3CRT1F

Certified 1: ESL/Bilingual
At that time, in what field(s) were you certified at the probationary level or higher?
(Please check all that apply.)
ESL, Bilingual
0 = Not certified in ESL/Bilingual
1 = Certified in ESL/Bilingual

Applies to: Respondents who have been certified at the probationary level or higher.
CATI code: B3CRTTYP equal 4,5,6.
Source:B&B:93/2003 interview

B3CRT1G

Certified 1: Foreign languages
   At that time, in what field(s) were you certified at the probationary level or higher?
   (Please check all that apply.)
   Foreign Languages
   0 = Not certified in Foreign language
   1 = Certified in Foreign language

Applies to: Respondents who have been certified at the probationary level or higher.
CATI code: B3CRTTYP equal 4,5,6.
Source:B&B:93/2003 interview

B3CRT1H

Certified 1: Health/physical education
   At that time, in what field(s) were you certified at the probationary level or higher?
   (Please check all that apply.)
   Health, Physical Education
   0 = Not certified in Health/physical educ
   1 = Certified in Health/physical educ

Applies to: Respondents who have been certified at the probationary level or higher.
CATI code: B3CRTTYP equal 4,5,6.
Source:B&B:93/2003 interview

B3CRT1I

Certified 1: Mathematics
   At that time, in what field(s) were you certified at the probationary level or higher?
   (Please check all that apply.)
   Math
   0 = Not certified in Mathematics
   1 = Certified in Mathematics

Applies to: Respondents who have been certified at the probationary level or higher.
CATI code: B3CRTTYP=4,5,6.
Source:B&B:93/2003 interview

B3CRT1J

Certified 1: Science
   At that time, in what field(s) were you certified at the probationary level or higher?
   (Please check all that apply.)
   Science
   0 = Not certified in Science
   1 = Certified in Science

Applies to: Respondents who have been certified at the probationary level or higher.
CATI code: B3CRTTYP equal 4,5,6.
Source:B&B:93/2003 interview

B3CRT1K

Certified 1: Secondary education
   At that time, in what field(s) were you certified at the probationary level or higher?
   (Please check all that apply.)
   Secondary Education
   0 = Not certified in Secondary education
   1 = Certified in Secondary education

Applies to: Respondents who have been certified at the probationary level or higher.
CATI code: B3CRTTYP equal 4,5,6.
Source:B&B:93/2003 interview

B3CRT1L

Certified1: Special education
   At that time, in what field(s) were you certified at the probationary level or higher?
   (Please check all that apply.)
   Special Education
   0 = Not certified in Special education
   1 = Certified in Special education

Applies to: Respondents who have been certified at the probationary level or higher.
CATI code: B3CRTTYP equal 4,5,6.
Source:B&B:93/2003 interview

B3CRT1M

Certified 1: Social studies/History
   At that time, in what field(s) were you certified at the probationary level or higher?
   (Please check all that apply.)
   Social Studies, History, Civics
   0 = Not certified in Social studies/History
   1 = Certified in Social studies/History

Applies to: Respondents who have been certified at the probationary level or higher.
CATI code: B3CRTTYP equal 4,5,6.
Source:B&B:93/2003 interview

B3CRT1N

Certified 1: Vocational/Occupational
   At that time, in what field(s) were you certified at the probationary level or higher?
   (Please check all that apply.)
   Vocational, Occupational
   0 = Not certified in Vocational/Occupational
   1 = Certified in Vocational/Occupational

Applies to: Respondents who have been certified at the probationary level or higher.
CATI code: B3CRTTYP equal 4,5,6.
Source:B&B:93/2003 interview

B3CRT1O

Certified 1: Social sciences
At that time, in what field(s) were you certified at the probationary level or higher?
(Please check all that apply.)
Social Sciences
0 = Not certified in Social sciences
1 = Certified in Social sciences

Applies to: Respondents who have been certified at the probationary level or higher.
CATI code: B3CRTTYP equal 4,5,6.
Source:B&B:93/2003 interview

B3CRT1X

Certified 1: Other
At that time, in what field(s) were you certified at the probationary level or higher?
(Please check all that apply.)
Other
0 = Not certified in other field
1 = Certified in other field

Applies to: Respondents who have been certified at the probationary level or higher.
CATI code: B3CRTTYP equal 4,5,6.
Source:B&B:93/2003 interview

B3CURCRT

Currently licensed/certified to teach
Are you currently certified to teach at the [advanced professional/regular standard/probationary] level?
0 = Not currently licensed/certified, teach
1 = Currently licensed/certified to teach

Applies to: Respondents who indicated they have been certified or licensed to teach at the K-12 level, excluding respondents who indicated they hold an "other" type of certificate.
CATI code: B3EVRCRT equal 1 and B3CRTTYP not equal 1.
Source:B&B:93/2003 interview

B3CRT2A

Certified 2: Art/Drama/Music
In what fields are you currently certified at the probationary level or higher?
(Please check all that apply.)
Art, Drama, Music
0 = Not certified in Art/Drama/Music
1 = Certified in Art/Drama/Music

Applies to: Respondents who are currently certified or licensed to teach at the K-12 level.
CATI code: B3CURCRT equal 1.
Source:B&B:93/2003 interview

B3CRT2B

Certified 2: Business
In what fields are you currently certified at the probationary level or higher?
(Please check all that apply.)
Business
0 = Not certified in Business
1 = Certified in Business

Applies to: Respondents who are currently certified or licensed to teach at the K-12 level.
CATI code: B3CURCRT equal 1.
Source:B&B:93/2003 interview

B3CRT2C

Certified 2: Economics/Political Systems
In what fields are you currently certified at the probationary level or higher?
(Please check all that apply.)
Economics, Political Systems
0 = Not certified in Economics
1 = Certified in Economics

Applies to: Respondents who are currently certified or licensed to teach at the K-12 level.
CATI code: B3CURCRT equal 1.
Source:B&B:93/2003 interview

B3CRT2D

Certified 2: Elementary/Early Childhood
In what fields are you currently certified at the probationary level or higher?
(Please check all that apply.)
Elementary, Early Childhood Education
0 = Not certified in early childhood educ
1 = Certified in early childhood educ

Applies to: Respondents who are currently certified or licensed to teach at the K-12 level.
CATI code: B3CURCRT equal 1.
Source:B&B:93/2003 interview

B3CRT2E

Certified 2: Language Arts
In what fields are you currently certified at the probationary level or higher?
(Please check all that apply.)
English, Journalism, Reading, Creative Writing
0 = Not certified in Language Arts
1 = Certified in Language Arts

Applies to: Respondents who are currently certified or licensed to teach at the K-12 level.
CATI code: B3CURCRT equal 1.
Source:B&B:93/2003 interview

B3CRT2F

Certified 2: ESL/Bilingual
    In what fields are you currently certified at the probationary level or higher?
    (Please check all that apply.)
    ESL, Bilingual
    0 = Not certified in ESL/Bilingual
    1 = Certified in ESL/Bilingual

Applies to: Respondents who are currently certified or licensed to teach at the K-12 level.
CATI code: B3CURCRT equal 1.
Source:B&B:93/2003 interview

B3CRT2G

Certified 2: Foreign languages
    In what fields are you currently certified at the probationary level or higher?
    (Please check all that apply.)
    Foreign Languages
    0 = Not certified in Foreign language
    1 = Certified in Foreign language

Applies to: Respondents who are currently certified or licensed to teach at the K-12 level.
CATI code: B3CURCRT equal 1.
Source:B&B:93/2003 interview

B3CRT2H

Certified 2: Health/physical education
    In what fields are you currently certified at the probationary level or higher?
    (Please check all that apply.)
    Health, Physical Education
    0 = Not certified in Health/physical educ
    1 = Certified in Health/physical educ

Applies to: Respondents who are currently certified or licensed to teach at the K-12 level.
CATI code: B3CURCRT equal 1.
Source:B&B:93/2003 interview

B3CRT2I

Certified 2: Mathematics
    In what fields are you currently certified at the probationary level or higher?
    (Please check all that apply.)
    Math
    0 = Not certified in Mathematics
    1 = Certified in Mathematics

Applies to: Respondents who are currently certified or licensed to teach at the K-12 level.
CATI code: B3CURCRT equal 1.
Source:B&B:93/2003 interview

B3CRT2J

Certified 2: Science
    In what fields are you currently certified at the probationary level or higher?
    (Please check all that apply.)
    Science
    0 = Not certified in Science
    1 = Certified in Science

Applies to: Respondents who are currently certified or licensed to teach at the K-12 level.
CATI code: B3CURCRT equal 1.
Source:B&B:93/2003 interview

B3CRT2K

Certified 2: Secondary Education
    In what fields are you currently certified at the probationary level or higher?
    (Please check all that apply.)
    Secondary Education
    0 = Not certified in Secondary education
    1 = Certified in Secondary education

Applies to: Respondents who are currently certified or licensed to teach at the K-12 level.
CATI code: B3CURCRT equal 1.
Source:B&B:93/2003 interview

B3CRT2L

Certified 2: Special Education
    In what fields are you currently certified at the probationary level or higher?
    (Please check all that apply.)
    Special Education
    0 = Not certified in Special education
    1 = Certified in Special education

Applies to: Respondents who are currently certified or licensed to teach at the K-12 level.
CATI code: B3CURCRT equal 1.
Source:B&B:93/2003 interview

B3CRT2M

Certified 2: Social studies/History
    In what fields are you currently certified at the probationary level or higher?
    (Please check all that apply.)
    Social Studies, History, Civics
    0 = Not certified in Social studies/History
    1 = Certified in Social studies/History

Applies to: Respondents who are currently certified or licensed to teach at the K-12 level.
CATI code: B3CURCRT equal 1.
Source:B&B:93/2003 interview

B3CRT2N

Certified 2: Vocational/Occupational
  In what fields are you currently certified at the probationary level or higher?
  (Please check all that apply.)
  Vocational, Occupational
  0 = Not certified in Vocational/Occupational
  1 = Certified in Vocational/Occupational

Applies to: Respondents who are currently certified or licensed to teach at the K-12 level.
CATI code: B3CURCRT equal 1.
Source:B&B:93/2003 interview

B3CRT2O

Certified 2: Social Sciences
  In what fields are you currently certified at the probationary level or higher?
  (Please check all that apply.)
  Social Sciences
  0 = Not certified in Social sciences
  1 = Certified in Social sciences

Applies to: Respondents who are currently certified or licensed to teach at the K-12 level.
CATI code: B3CURCRT equal 1.
Source:B&B:93/2003 interview

B3CRT2X

Certified 2: Other
  In what fields are you currently certified at the probationary level or higher?
  (Please check all that apply.)
  Other
  0 = Not certified in other field
  1 = Certified in other field

Applies to: Respondents who are currently certified or licensed to teach at the K-12 level.
CATI code: B3CURCRT equal 1.
Source:B&B:93/2003 interview

B3CRTS1

State 1 issuing license/certificate
  In which state(s) are you currently certified to teach?
  (If you are certified to teach in one state, please fill in the first box and click the continue
  button. If you are certified in more than one state, fill in all appropriate boxes and click
  continue).

Applies to: Respondents who are currently certified or licensed to teach at the K-12 level,
excluding those respondents who did not indicate they are certified to teach in a specific area at
the K-12 level.
CATI code: B3CURCRT equal 1 and (B3CRT2A equal 1 or B3CRT2B equal 1 or B3CRT2C
equal 1 or B3CRT2D equal 1 or B3CRT2E equal 1 or B3CRT2F equal 1 or B3CRT2G equal 1
or B3CRT2H equal 1 or B3CRT2I equal 1 or B3CRT2J equal 1 or B3CRT2K equal 1 or
B3CRT2L equal 1 or B3CRT2M equal 1 or B3CRT2N equal 1 or B3CRT2O equal 1 or
B3CRT2X equal 1).
Source:B&B:93/2003 interview

B3CRTS2

State 2 issuing license/certificate
  In which state(s) are you currently certified to teach?
  (If you are certified to teach in one state, please fill in the first box and click the continue
  button. If you are certified in more than one state, fill in all appropriate boxes and click
  continue).
  -5 = Not applicable

Applies to: Respondents who are currently certified or licensed to teach at the K-12 level,
excluding those respondents who did not indicate they are certified to teach in a specific area at
the K-12 level.
CATI code: B3CURCRT equal 1 and (B3CRT2A equal 1 or B3CRT2B equal 1 or B3CRT2C
equal 1 or B3CRT2D equal 1 or B3CRT2E equal 1 or B3CRT2F equal 1 or B3CRT2G equal 1
or B3CRT2H equal 1 or B3CRT2I equal 1 or B3CRT2J equal 1 or B3CRT2K equal 1 or
B3CRT2L equal 1 or B3CRT2M equal 1 or B3CRT2N equal 1 or B3CRT2O equal 1 or
B3CRT2X equal 1).
Source:B&B:93/2003 interview

B3CRTS3

State 3 issuing license/certificate
  In which state(s) are you currently certified to teach?
  (If you are certified to teach in one state, please fill in the first box and click the continue
  button. If you are certified in more than one state, fill in all appropriate boxes and click
  continue).
  -5 = Not applicable

Applies to: Respondents who are currently certified or licensed to teach at the K-12 level,
excluding those respondents who did not indicate they are certified to teach in a specific area at
the K-12 level.
CATI code: B3CURCRT equal 1 and (B3CRT2A equal 1 or B3CRT2B equal 1 or B3CRT2C
equal 1 or B3CRT2D equal 1 or B3CRT2E equal 1 or B3CRT2F equal 1 or B3CRT2G equal 1
or B3CRT2H equal 1 or B3CRT2I equal 1 or B3CRT2J equal 1 or B3CRT2K equal 1 or
B3CRT2L equal 1 or B3CRT2M equal 1 or B3CRT2N equal 1 or B3CRT2O equal 1 or
B3CRT2X equal 1).
Source:B&B:93/2003 interview

B3NBPTS

National board certification status
  Are you currently working toward, or have you already earned, a National Board Certificate
  (issued by the National Board for Professional Teaching Standards (NBPTS))?
  0 = Neither earned nor working toward NBPTS Certificate
  1 = Working toward NBPTS Certificate
  2 = Have earned NBPTS Certificate

Applies to: Respondents who are have been certified or licensed to teach at the K-12 level.
CATI code: B3EVRCRT equal 1.
Source:B&B:93/2003 interview

B3APPLY

Applied for a teaching job
   Have you applied for a teaching job since February 1997?
   0 = Did not apply for teaching job
   1 = Applied for teaching job

Applies to: Respondents who are considering teaching or have prepared to teach, but are not currently and have not taught in the past.
CATI code: (B3CURTCH not equal 1 and B3TCHPST not equal 1 and B3TCHPRP not equal 1 and Y_PREP not equal 2,5,6,7) and (B3TCHPRP equal 1 or B3CONSDR equal 1 or B3EVRCON equal 1).
Source:B&B:93/2003 interview

B3NUMAPP

Number of applications submitted
   How many applications have you submitted?

Applies to: Respondents who are considering teaching or have prepared to teach, but are not currently and have not taught in the past.
CATI code: (B3CURTCH not equal 1 and B3TCHPST not equal 1 and B3TCHPRP not equal 1 and Y_PREP not equal 2,5,6,7) and (B3TCHPRP equal 1 or B3CONSDR equal 1 or B3EVRCON equal 1).
Imputation note: If B3APPLY equal 0 then B3NUMAPP equal 0.
Source:B&B:93/2003 interview

B3OFRNUM

Number of offers received
   How many offers for teaching positions have you received?

Applies to: Respondents who are considering teaching or have prepared to teach, but are not currently and have not taught in the past.
CATI code: (B3CURTCH not equal 1 and B3TCHPST not equal 1 and B3TCHPRP not equal 1 and Y_PREP not equal 2,5,6,7) and (B3TCHPRP equal 1 or B3CONSDR equal 1 or B3EVRCON equal 1).
Imputation note: If B3NUMAPP equal 0 then B3OFRNUM equal 0.
Source:B&B:93/2003 interview

B3OFRACC

Accepted teaching job offer
   Did you accept [that offer/any of those offers]?
   0 = Did not accept teaching job
   1 = Accepted teaching job

Applies to: Respondents who are considering teaching or have prepared to teach, but are not currently and have not taught in the past.
CATI code: (B3CURTCH not equal 1 and B3TCHPST not equal 1 and B3TCHPRP not equal 1 and Y_PREP not equal 2,5,6,7) and (B3TCHPRP equal 1 or B3CONSDR equal 1 or B3EVRCON equal 1).
Imputation note: If B3OFRNUM equal 0 then B3OFRACC equal 0.
Source:B&B:93/2003 interview

B3OFRCHK

Verification of past teaching
   Earlier information indicates that you have not been a teacher in the past. Is that correct?
   0 = Correct, have not been a teacher in past
   1 = Incorrect, have been a teacher

Applies to: Respondents who are not currently teaching and have not taught, but indicated they had accepted at least one teaching job.
CATI code: B3CURTCH not equal 1 and B3TCHPST not equal 1 and B3OFRACC greater than 0.
Source:B&B:93/2003 interview

B3NOACA

Declined offer: low salary/benefits
   Why didn't you accept a teaching position?
   (Please check all that apply.)
   Low salary/benefits offered
   0 = Not decline offer low salary/benefit
   1 = Declined offer low salary/benefit

Applies to: Respondents who were offered a teaching position, but did not accept the teaching position.
CATI code: B3OFRNUM greater than 0 and B3OFRACC equal 0.
Source:B&B:93/2003 interview

B3NOACB

Declined offer: accepted other job
   Why didn't you accept a teaching position?
   (Please check all that apply.)
   Already accepted other job
   0 = Not decline offer accepted other job
   1 = Declined offer, accepted other job

Applies to: Respondents who were offered a teaching position, but did not accept the teaching position.
CATI code: B3OFRNUM greater than 0 and B3OFRACC equal 0.
Source:B&B:93/2003 interview

B3NOACC

Declined offer: other job more pay
   Why didn't you accept a teaching position?
   (Please check all that apply.)
   Other job offered better salary/benefits
   0 = Not decline offer, other job more pay
   1 = Declined offer, other job more pay

Applies to: Respondents who were offered a teaching position, but did not accept the teaching position.
CATI code: B3OFRNUM greater than 0 and B3OFRACC equal 0.
Source:B&B:93/2003 interview

B3NOACD

Declined offer: other job interesting
Why didn't you accept a teaching position?
(Please check all that apply.)
Other job more interesting/challenging
0 = Not decline offer, other job interest
1 = Declined offer, other job interesting

Applies to: Respondents who were offered a teaching position, but did not accept the teaching position.
CATI code: B3OFRNUM greater than 0 and B3OFRACC equal 0.
Source:B&B:93/2003 interview

B3NOACE

Declined offer: too far from home
Why didn't you accept a teaching position?
(Please check all that apply.)
Too far from home
0 = Not decline offer, too far from home
1 = Declined offer, too far from home

Applies to: Respondents who were offered a teaching position, but did not accept the teaching position.
CATI code: B3OFRNUM greater than 0 and B3OFRACC equal 0.
Source:B&B:93/2003 interview

B3NOACF

Declined offer: dangerous/difficult
Why didn't you accept a teaching position?
(Please check all that apply.)
Dangerous/difficult school or district
0 = Not decline offer, dangerous/difficult
1 = Declined offer, dangerous/difficult

Applies to: Respondents who were offered a teaching position, but did not accept the teaching position.
CATI code: B3OFRNUM greater than 0 and B3OFRACC equal 0.
Source:B&B:93/2003 interview

B3NOACG

Declined offer: not qualified
Why didn't you accept a teaching position?
(Please check all that apply.)
Not qualified to teach classes offered
0 = Not decline offer, not qualified
1 = Declined offer, not qualified

Applies to: Respondents who were offered a teaching position, but did not accept the teaching position.
CATI code: B3OFRNUM greater than 0 and B3OFRACC equal 0.
Source:B&B:93/2003 interview

B3NOACX

Declined offer: other
Why didn't you accept a teaching position?
(Please check all that apply.)
Other
0 = Not decline offer, other
1 = Declined offer, other

Applies to: Respondents who were offered a teaching position, but did not accept the teaching position.
CATI code: B3OFRNUM greater than 0 and B3OFRACC equal 0.
Source:B&B:93/2003 interview

B3NOAPA

Didn't apply: not interested in teaching
What are the reasons you did not apply for a teaching position?
(Please check all that apply.)
Not interested in teaching
0 = No, not interested in teaching
1 = Not interested in teaching

Applies to: Respondents who did not apply for a teaching position.
CATI code: B3APPLY not equal 1.
Source:B&B:93/2003 interview

B3NOAPB

Didn't apply: poor teaching conditions
What are the reasons you did not apply for a teaching position?
(Please check all that apply.)
Poor teaching conditions
0 = No, poor teaching conditions
1 = Yes, poor teaching conditions

Applies to: Respondents who did not apply for a teaching position.
CATI code: B3APPLY not equal 1.
Source:B&B:93/2003 interview

B3NOAPC

Didn't apply: want higher salary
What are the reasons you did not apply for a teaching position?
(Please check all that apply.)
Want higher salary
0 = No, want higher salary
1 = Yes, want higher salary

Applies to: Respondents who did not apply for a teaching position.
CATI code: B3APPLY not equal 1.
Source:B&B:93/2003 interview

B3NOAPD

Didn't apply: already in teaching job
    What are the reasons you did not apply for a teaching position?
    (Please check all that apply.)
    Already had teaching job
    0 = No, already in teaching
    1 = Yes, already in teaching

Applies to: Respondents who did not apply for a teaching position.
CATI code: B3APPLY not equal 1.
Source:B&B:93/2003 interview

B3NOAPE

Didn't apply: already in other job
    What are the reasons you did not apply for a teaching position?
    (Please check all that apply.)
    Already in other job
    0 = No, already in other job
    1 = Yes, already in other job

Applies to: Respondents who did not apply for a teaching position.
CATI code: B3APPLY not equal 1.
Source:B&B:93/2003 interview

B3NOAPF

Didn't apply: received better offer
    What are the reasons you did not apply for a teaching position?
    (Please check all that apply.)
    Received better job offer
    0 = No, received better offer
    1 = Yes, received better offer

Applies to: Respondents who did not apply for a teaching position.
CATI code: B3APPLY not equal 1.
Source:B&B:93/2003 interview

B3NOAPG

Didn't apply: haven't passed tests
    What are the reasons you did not apply for a teaching position?
    (Please check all that apply.)
    Haven't passed tests
    0 = No, haven't passed tests
    1 = Yes, haven't passed tests

Applies to: Respondents who did not apply for a teaching position.
CATI code: B3APPLY not equal 1.
Source:B&B:93/2003 interview

B3NOAPH

Didn't apply: haven't taken tests
    What are the reasons you did not apply for a teaching position?
    (Please check all that apply.)
    Haven't taken required tests
    0 = No, haven't taken tests
    1 = Yes, haven't taken tests

Applies to: Respondents who did not apply for a teaching position.
CATI code: B3APPLY not equal 1.
Source:B&B:93/2003 interview

B3NOAPI

Didn't apply: not yet certified
    What are the reasons you did not apply for a teaching position?
    (Please check all that apply.)
    Not yet certified
    0 = No, not yet certified
    1 = Yes, not yet certified

Applies to: Respondents who did not apply for a teaching position.
CATI code: B3APPLY not equal 1.
Source:B&B:93/2003 interview

B3NOAPX

Didn't apply: other
    What are the reasons you did not apply for a teaching position?
    (Please check all that apply.)
    Other
    0 = No, other
    1 = Yes, other

Applies to: Respondents who did not apply for a teaching position.
CATI code: B3APPLY not equal 1.
Source:B&B:93/2003 interview

B3NUMPOS

Number of teaching positions held
    Since February 1997, how many different K-12 teaching positions have you held, not
    including substitute or teacher's aide positions?
    Teaching positions:
    Since February 1997, at how many different schools have you held K-12 teaching positions
    that were not substitute or teacher's aide positions?
    Different schools:

Applies to: Respondents who are currently teaching or have taught since 1997.
CATI code: B3CURTCH equal 1 or B3TCHPST equal 1.
Source:B&B:93/2003 interview

B3NUMSCH

Number of different schools taught at
Since February 1997, how many different K-12 teaching positions have you held, not including substitute or teacher's aide positions?
Teaching positions:
Since February 1997, at how many different schools have you held K-12 teaching positions that were not substitute or teacher's aide positions?
Different schools:

Applies to: Respondents who are currently teaching or have taught since 1997.
CATI code: B3CURTCH equal 1 or B3TCHPST equal 1.
Source:B&B:93/2003 interview

B3CURPOS

Current teaching job type
[if T_TENSE equal "past" then]
What position did you hold in your last teaching job? Were you…
[else]
What position do you currently hold? Are you…
1 = Elementary/secondary school teacher
2 = A substitute teacher
3 = A teacher's aide
4 = An itinerant teacher
5 = A support teacher

Applies to: Respondents who are currently teaching or have taught since 1997 and indicated they have held one or more positions since 1997 but not including substitute or teacher's aide positions.
CATI code: B3CURTCH equal 1 or B3TCHPST equal 1 and B3NUMPOS not equal 0.
Source:B&B:93/2003 interview

B3PSTTYP

Type job last non-substitute
What position did you hold in your last teaching job that was not as a substitute or teacher's aide?
1 = Regular standard teacher
2 = Itinerant teacher
3 = Support teacher

Applies to: Respondents who are currently a substitute or teacher's aide.
CATI code: B3CURTCH equal 1 or B3TCHPST equal 1 and B3CURPOS equal 2,3.
Source:B&B:93/2003 interview

B3TSI1

Teaching school identifier 1
[if stIteration equal 1 then first time through]
[if CURPOS equal 2 or CURPOS equal 3 then]
At what K-12 school did you most recently teach as a regular, itinerant, or support teacher?
[else]
Most recent job is regular/itinerant/support
[if T_TENSE equal "past" then]
At what K-12 school did you teach most recently?
[else]
At what K-12 school are you teaching now?
[else]
Second time through - ask about first school
[If regular/itinerant/support then]
At what school did you teach in your first job as a regular, itinerant, or support teacher?
El/Sec number:

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3TSN1

Teaching school name 1
[if stIteration equal 1 then first time through]
[if CURPOS equal 2 or CURPOS equal 3 then]
At what K-12 school did you most recently teach as a regular, itinerant, or support teacher?
[else]
Most recent job is regular/itinerant/support
[if T_TENSE equal "past" then]
At what K-12 school did you teach most recently?
[else]
At what K-12 school are you teaching now?
[else]
Second time through - ask about first school
[If regular/itinerant/support then]
At what school did you teach in your first job as a regular, itinerant, or support teacher?
Name:

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3TST1

Teaching school city 1
    [if stIteration equal 1 then first time through]
    [if CURPOS equal 2 or CURPOS equal 3 then]
    At what K-12 school did you most recently teach as a regular, itinerant, or support teacher?
    [else]
    Most recent job is regular/itinerant/support
    [if T_TENSE equal "past" then]
    At what K-12 school did you teach most recently?
    [else]
    At what K-12 school are you teaching now?
    [else]
    Second time through - ask about first school
    [If regular/itinerant/support then]
    At what school did you teach in your first job as a regular, itinerant, or support teacher?
    City:

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3TSS1

Teaching school state 1
    [if stIteration equal 1 then first time through]
    [if CURPOS equal 2 or CURPOS equal 3 then]
    At what K-12 school did you most recently teach as a regular, itinerant, or support teacher?
    [else]
    Most recent job is regular/itinerant/support
    [if T_TENSE equal "past" then]
    At what K-12 school did you teach most recently?
    [else]
    At what K-12 school are you teaching now?
    [else]
    Second time through - ask about first school
    [If regular/itinerant/support then]
    At what school did you teach in your first job as a regular, itinerant, or support teacher?
    State:

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3TSD1

Teaching school district 1
    [if stIteration equal 1 then first time through]
    [if CURPOS equal 2 or CURPOS equal 3 then]
    At what K-12 school did you most recently teach as a regular, itinerant, or support teacher?
    [else]
    Most recent job is regular/itinerant/support
    [if T_TENSE equal "past" then]
    At what K-12 school did you teach most recently?
    [else]
    At what K-12 school are you teaching now?
    [else]
    Second time through - ask about first school
    [If regular/itinerant/support then]
    At what school did you teach in your first job as a regular, itinerant, or support teacher?
    District:

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3TSY1

Teaching school county 1
    [if stIteration equal 1 then first time through]
    [if CURPOS equal 2 or CURPOS equal 3 then]
    At what K-12 school did you most recently teach as a regular, itinerant, or support teacher?
    [else]
    Most recent job is regular/itinerant/support
    [if T_TENSE equal "past" then]
    At what K-12 school did you teach most recently?
    [else]
    At what K-12 school are you teaching now?
    [else]
    Second time through - ask about first school
    [If regular/itinerant/support then]
    At what school did you teach in your first job as a regular, itinerant, or support teacher?
    County:

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3TSC1

Teaching school control 1
    [if stIteration equal 1 then first time through]
    [if CURPOS equal 2 or CURPOS equal 3 then]
    At what K-12 school did you most recently teach as a regular, itinerant, or support teacher?
    [else]
    Most recent job is regular/itinerant/support
    [if T_TENSE equal "past" then]
    At what K-12 school did you teach most recently?
    [else]
    At what K-12 school are you teaching now?
    [else]
    Second time through - ask about first school
    [If regular/itinerant/support then]
    At what school did you teach in your first job as a regular, itinerant, or support teacher?
    1 = 1
    2 = 2
    3 = 3
    4 = 4
    5 = 5
    6 = 6

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3TSGL1

Lowest grade offered 1
    [if stIteration equal 1 then first time through]
    [if CURPOS equal 2 or CURPOS equal 3 then]
    At what K-12 school did you most recently teach as a regular, itinerant, or support teacher?
    [else]
    Most recent job is regular/itinerant/support
    [if T_TENSE equal "past" then]
    At what K-12 school did you teach most recently?
    [else]
    At what K-12 school are you teaching now?
    [else]
    Second time through - ask about first school
    [If regular/itinerant/support then]
    At what school did you teach in your first job as a regular, itinerant, or support teacher?

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3TSGH1

Highest grade offered 1
    [if stIteration equal 1 then first time through]
    [if CURPOS equal 2 or CURPOS equal 3 then]
    At what K-12 school did you most recently teach as a regular, itinerant, or support teacher?
    [else]
    Most recent job is regular/itinerant/support
    [if T_TENSE equal "past" then]
    At what K-12 school did you teach most recently?
    [else]
    At what K-12 school are you teaching now?
    [else]
    Second time through - ask about first school
    [If regular/itinerant/support then]
    At what school did you teach in your first job as a regular, itinerant, or support teacher?

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3TS1BMY

Teaching beginning date 1
What were the beginning and ending dates of your time teaching at [School name]?

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3TS1EMY

Teaching ending date 1
What were the beginning and ending dates of your time teaching at [School name]?

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3TSI2

Teaching school identifier 2
    [if stIteration equal 1 then first time through]
    [if CURPOS equal 2 or CURPOS equal 3 then]
    At what K-12 school did you most recently teach as a regular, itinerant, or support teacher?
    [else]
    Most recent job is regular/itinerant/support
    [if T_TENSE equal "past" then]
    At what K-12 school did you teach most recently?
    [else]
    At what K-12 school are you teaching now?
    [else]
    Second time through - ask about first school
    [If regular/itinerant/support then]
    At what school did you teach in your first job as a regular, itinerant, or support teacher?
    El/Sec number:

Applies to: Respondents who are currently teaching or have taught in the past and have taught and held a position at more than one school.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1 and B3NUMSCH greater than 1.
Source:B&B:93/2003 interview

B3TSN2

Teaching school name 2
    [if stIteration equal 1 then first time through]
    [if CURPOS equal 2 or CURPOS equal 3 then]
    At what K-12 school did you most recently teach as a regular, itinerant, or support teacher?
    [else]
    Most recent job is regular/itinerant/support
    [if T_TENSE equal "past" then]
    At what K-12 school did you teach most recently?
    [else]
    At what K-12 school are you teaching now?
    [else]
    Second time through - ask about first school
    [If regular/itinerant/support then]
    At what school did you teach in your first job as a regular, itinerant, or support teacher?
    Name:

Applies to: Respondents who are currently teaching or have taught in the past and have taught and held a position at more than one school.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1 and B3NUMSCH greater than 1.
Source:B&B:93/2003 interview

B3TST2

Teaching school city 2
    [if stIteration equal 1 then first time through]
    [if CURPOS equal 2 or CURPOS equal 3 then]
    At what K-12 school did you most recently teach as a regular, itinerant, or support teacher?
    [else]
    Most recent job is regular/itinerant/support
    [if T_TENSE equal "past" then]
    At what K-12 school did you teach most recently?
    [else]
    At what K-12 school are you teaching now?
    [else]
    Second time through - ask about first school
    [If regular/itinerant/support then]
    At what school did you teach in your first job as a regular, itinerant, or support teacher?
    City:

Applies to: Respondents who are currently teaching or have taught in the past and have taught and held a position at more than one school.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1 and B3NUMSCH greater than 1.
Source:B&B:93/2003 interview

B3TSS2

Teaching school state 2
    [if stIteration equal 1 then first time through]
    [if CURPOS equal 2 or CURPOS equal 3 then]
    At what K-12 school did you most recently teach as a regular, itinerant, or support teacher?
    [else]
    Most recent job is regular/itinerant/support
    [if T_TENSE equal "past" then]
    At what K-12 school did you teach most recently?
    [else]
    At what K-12 school are you teaching now?
    [else]
    Second time through - ask about first school
    [If regular/itinerant/support then]
    At what school did you teach in your first job as a regular, itinerant, or support teacher?
    State:

Applies to: Respondents who are currently teaching or have taught in the past and have taught and held a position at more than one school.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1 and B3NUMSCH greater than 1.
Source:B&B:93/2003 interview

B3TSD2

Teaching school district 2
  [if stIteration equal 1 then first time through]
  [if CURPOS equal 2 or CURPOS equal 3 then]
  At what K-12 school did you most recently teach as a regular, itinerant, or support teacher?
  [else]
  Most recent job is regular/itinerant/support
  [if T_TENSE equal "past" then]
  At what K-12 school did you teach most recently?
  [else]
  At what K-12 school are you teaching now?
  [else]
  Second time through - ask about first school
  [If regular/itinerant/support then]
  At what school did you teach in your first job as a regular, itinerant, or support teacher?
  District:

Applies to: Respondents who are currently teaching or have taught in the past and have taught and held a position at more than one school.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1 and B3NUMSCH greater than 1.
Source:B&B:93/2003 interview

B3TSY2

Teaching school county 2
  [if stIteration equal 1 then first time through]
  [if CURPOS equal 2 or CURPOS equal 3 then]
  At what K-12 school did you most recently teach as a regular, itinerant, or support teacher?
  [else]
  Most recent job is regular/itinerant/support
  [if T_TENSE equal "past" then]
  At what K-12 school did you teach most recently?
  [else]
  At what K-12 school are you teaching now?
  [else]
  Second time through - ask about first school
  [If regular/itinerant/support then]
  At what school did you teach in your first job as a regular, itinerant, or support teacher?
  County:

Applies to: Respondents who are currently teaching or have taught in the past and have taught and held a position at more than one school.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1 and B3NUMSCH greater than 1.
Source:B&B:93/2003 interview

B3TSC2

Teaching school control 2
  [if stIteration equal 1 then first time through]
  [if CURPOS equal 2 or CURPOS equal 3 then]
  At what K-12 school did you most recently teach as a regular, itinerant, or support teacher?
  [else]
  Most recent job is regular/itinerant/support
  [if T_TENSE equal "past" then]
  At what K-12 school did you teach most recently?
  [else]
  At what K-12 school are you teaching now?
  [else]
  Second time through - ask about first school
  [If regular/itinerant/support then]
  At what school did you teach in your first job as a regular, itinerant, or support teacher?
  1 = 1
  2 = 2
  3 = 3
  4 = 4
  5 = 5
  6 = 6

Applies to: Respondents who are currently teaching or have taught in the past and have taught and held a position at more than one school.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1 and B3NUMSCH greater than 1.
Source:B&B:93/2003 interview

B3TSGL2

Lowest grade offered 2
  [if stIteration equal 1 then first time through]
  [if CURPOS equal 2 or CURPOS equal 3 then]
  At what K-12 school did you most recently teach as a regular, itinerant, or support teacher?
  [else]
  Most recent job is regular/itinerant/support
  [if T_TENSE equal "past" then]
  At what K-12 school did you teach most recently?
  [else]
  At what K-12 school are you teaching now?
  [else]
  Second time through - ask about first school
  [If regular/itinerant/support then]
  At what school did you teach in your first job as a regular, itinerant, or support teacher?

Applies to: Respondents who are currently teaching or have taught in the past and have taught and held a position at more than one school.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1 and B3NUMSCH greater than 1.
Source:B&B:93/2003 interview

B3TSGH2

Highest grade offered 2
    [if stIteration equal 1 then first time through]
    [if CURPOS equal 2 or CURPOS equal 3 then]
    At what K-12 school did you most recently teach as a regular, itinerant, or support teacher?
    [else]
    Most recent job is regular/itinerant/support
    [if T_TENSE equal "past" then]
    At what K-12 school did you teach most recently?
    [else]
    At what K-12 school are you teaching now?
    [else]
    Second time through - ask about first school
    [If regular/itinerant/support then]
    At what school did you teach in your first job as a regular, itinerant, or support teacher?

Applies to: Respondents who are currently teaching or have taught in the past and have taught and held a position at more than one school.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1 and B3NUMSCH greater than 1.
Source:B&B:93/2003 interview

B3TS2BMY

Teaching beginning date 2
What were the beginning and ending dates of your time teaching at [School name]?

Applies to: Respondents who are currently teaching or have taught in the past and have taught and held a position at more than one school.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1 and B3NUMSCH greater than 1.
Source:B&B:93/2003 interview

B3TS2EMY

Teaching ending date 2
What were the beginning and ending dates of your time teaching at [School name]?

Applies to: Respondents who are currently teaching or have taught in the past and have taught and held a position at more than one school.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1 and B3NUMSCH greater than 1.
Source:B&B:93/2003 interview

B3FLD1

Current main subject taught
    [IF T_TENSE2 equal "past" then]
    What was the main subject you taught in your most recent position as a regular, itinerant, or support teacher?
    [else]
    What is the main subject you teach at your current school?
    1 = Art, Drama, Music
    2 = Business
    3 = Economics, Political Systems
    4 = Elementary, Early Childhood Education
    5 = English, Journalism, Reading, Writing
    6 = ESL, Bilingual
    7 = Foreign Languages
    8 = Health, Physical Education
    9 = Math
   10 = Science
   11 = Secondary Education
   12 = Special Education
   13 = Social Studies, History, Civics
   14 = Vocational, Occupational
   15 = Social Sciences
   16 = Other

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3OTF1A

Current: Art/Drama/Music
    [IF T_TENSE2 equal "past" then]
    What other subjects did you teach in your most recent position as a regular, itinerant, or support teacher?
    [else]
    What other subjects do you teach at your current school?
    (Please check all that apply.)
    Art, Drama, Music
    0 = Not current in Art/Drama/Music
    1 = Currently in Art/Drama/Music

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3OTF1B

Current: Business
    [IF T_TENSE2 equal "past" then]
    What other subjects did you teach in your most recent position as a regular, itinerant, or
    support teacher?
    [else]
    What other subjects do you teach at your current school?
    (Please check all that apply.)
    Business
    0 = Not current in Business
    1 = Currently in Business

Applies to: Respondents who are currently teaching or have taught in the past and have held at
least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS
greater than equal 1.
Source:B&B:93/2003 interview

B3OTF1C

Current: Economics/Political Systems
    [IF T_TENSE2 equal "past" then]
    What other subjects did you teach in your most recent position as a regular, itinerant, or
    support teacher?
    [else]
    What other subjects do you teach at your current school?
    (Please check all that apply.)
    Economics, Political Systems
    0 = Not current in Economics
    1 = Currently in Economics

Applies to: Respondents who are currently teaching or have taught in the past and have held at
least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS
greater than equal 1.
Source:B&B:93/2003 interview

B3OTF1D

Current: Elementary/Early Childhood Ed
    [IF T_TENSE2 equal "past" then]
    What other subjects did you teach in your most recent position as a regular, itinerant, or
    support teacher?
    [else]
    What other subjects do you teach at your current school?
    (Please check all that apply.)
    Elementary, Early Childhood Education
    0 = Not current in early childhood educ
    1 = Currently in early childhood educ

Applies to: Respondents who are currently teaching or have taught in the past and have held at
least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS
greater than equal 1.
Source:B&B:93/2003 interview

B3OTF1E

Current: Language arts
    [IF T_TENSE2 equal "past" then]
    What other subjects did you teach in your most recent position as a regular, itinerant, or
    support teacher?
    [else]
    What other subjects do you teach at your current school?
    (Please check all that apply.)
    English, Journalism, Reading, Creative Writing
    0 = Not current in Language Arts
    1 = Currently in Language Arts

Applies to: Respondents who are currently teaching or have taught in the past and have held at
least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS
greater than equal 1.
Source:B&B:93/2003 interview

B3OTF1F

Current: ESL/Bilingual
    [IF T_TENSE2 equal "past" then]
    What other subjects did you teach in your most recent position as a regular, itinerant, or
    support teacher?
    [else]
    What other subjects do you teach at your current school?
    (Please check all that apply.)
    ESL, Bilingual
    0 = Not currently in ESL/Bilingual
    1 = Currently in ESL/Bilingual

Applies to: Respondents who are currently teaching or have taught in the past and have held at
least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS
greater than equal 1.
Source:B&B:93/2003 interview

B3OTF1G

Current: Foreign languages
    [IF T_TENSE2 equal "past" then]
    What other subjects did you teach in your most recent position as a regular, itinerant, or
    support teacher?
    [else]
    What other subjects do you teach at your current school?
    (Please check all that apply.)
    Foreign Languages
    0 = Not currently in Foreign language
    1 = Currently in Foreign language

Applies to: Respondents who are currently teaching or have taught in the past and have held at
least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS
greater than equal 1.
Source:B&B:93/2003 interview

B3OTF1H

Current: Health/physical education
[IF T_TENSE2 equal "past" then]
What other subjects did you teach in your most recent position as a regular, itinerant, or support teacher?
[else]
What other subjects do you teach at your current school?
(Please check all that apply.)
Health, Physical Education
0 = Not currently in Health/physical educ
1 = Currently in Health/physical educ

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3OTF1I

Current: Mathematics
[IF T_TENSE2 equal "past" then]
What other subjects did you teach in your most recent position as a regular, itinerant, or support teacher?
[else]
What other subjects do you teach at your current school?
(Please check all that apply.)
Math
0 = Not currently in Mathematics
1 = Currently in Mathematics

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3OTF1J

Current: Science
[IF T_TENSE2 equal "past" then]
What other subjects did you teach in your most recent position as a regular, itinerant, or support teacher?
[else]
What other subjects do you teach at your current school?
(Please check all that apply.)
Science
0 = Not currently in Science
1 = Currently in Science

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1.

Source:B&B:93/2003 interview

B3OTF1K

Current: Secondary education
[IF T_TENSE2 equal "past" then]
What other subjects did you teach in your most recent position as a regular, itinerant, or support teacher?
[else]
What other subjects do you teach at your current school?
(Please check all that apply.)
Secondary Education
0 = Not currently in Secondary education
1 = Currently in Secondary education

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3OTF1L

Current: Special Education
[IF T_TENSE2 equal "past" then]
What other subjects did you teach in your most recent position as a regular, itinerant, or support teacher?
[else]
What other subjects do you teach at your current school?
(Please check all that apply.)
Special Education
0 = Not currently in Special education
1 = Currently in Special education

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3OTF1M

Current: Social studies/History/Civics
[IF T_TENSE2 equal "past" then]
What other subjects did you teach in your most recent position as a regular, itinerant, or support teacher?
[else]
What other subjects do you teach at your current school?
(Please check all that apply.)
Social Studies, History, Civics
0 = Not currently in Social studies/History
1 = Currently in Social studies/History

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.

CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS
greater than equal 1.
Source:B&B:93/2003 interview

B3OTF1N

Current: Vocational/Occupational
[IF T_TENSE2 equal "past" then]
What other subjects did you teach in your most recent position as a regular, itinerant, or
support teacher?
[else]
What other subjects do you teach at your current school?
(Please check all that apply.)
Vocational, Occupational
0 = Not currently in Vocational/Occupational
1 = Currently in Vocational/Occupational

Applies to: Respondents who are currently teaching or have taught in the past and have held at
least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS
greater than equal 1.
Source:B&B:93/2003 interview

B3OTF1O

Current: Social sciences
[IF T_TENSE2 equal "past" then]
What other subjects did you teach in your most recent position as a regular, itinerant, or
support teacher?
[else]
What other subjects do you teach at your current school?
(Please check all that apply.)
Social Sciences
0 = Not currently in Social sciences
1 = Currently in Social sciences

Applies to: Respondents who are currently teaching or have taught in the past and have held at
least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS
greater than equal 1.
Source:B&B:93/2003 interview

B3OTF1X

Current: Other
[IF T_TENSE2 equal "past" then]
What other subjects did you teach in your most recent position as a regular, itinerant, or
support teacher?
[else]
What other subjects do you teach at your current school?
(Please check all that apply.)
Other
0 = Not currently in other field
1 = Currently in other field

Applies to: Respondents who are currently teaching or have taught in the past and have held at
least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS
greater than equal 1.
Source:B&B:93/2003 interview

B3OTF1W

Current: None of the above
[IF T_TENSE2 equal "past" then]
What other subjects did you teach in your most recent position as a regular, itinerant, or
support teacher?
[else]
What other subjects do you teach at your current school?
(Please check all that apply.)
None of the above
0 = Not currently in none of the above
1 = Currently in none of the above

Applies to: Respondents who are currently teaching or have taught in the past and have held at
least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS
greater than equal 1.
Source:B&B:93/2003 interview

B3LOGR1

Current lowest grade taught
[IF T_TENSE2 equal "past" then]
What were the lowest and highest grade(s) you taught in your most recent position as a
regular, itinerant, or support teacher?
[else]
What are the lowest and highest grade(s) you teach at your current school?
Lowest:

Applies to: Respondents who are currently teaching or have taught in the past and have held at
least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS
greater than equal 1.
Source:B&B:93/2003 interview

B3HIGR1

Current highest grade taught
[IF T_TENSE2 equal "past" then]
What were the lowest and highest grade(s) you taught in your most recent position as a
regular, itinerant, or support teacher?
[else]
What are the lowest and highest grade(s) you teach at your current school?
Highest:

Applies to: Respondents who are currently teaching or have taught in the past and have held at
least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS
greater than equal 1.

Source:B&B:93/2003 interview

B3UNPR1

Current subject unprepared to teach
    [IF T_TENSE2 equal "past" then]
    In your most recent job as a regular, itinerant, or support teacher, were you teaching any subjects that you felt unprepared to teach?
    [else]
    In your current job, are you teaching any subjects that you feel unprepared to teach?
    0 = Do not feel unprepared
    1 = Feel unprepared

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS
greater than equal 1.
Source:B&B:93/2003 interview

B3UNF1A

Unprepared: Art/Drama/Music
    Which fields [are you teaching that you feel/were you teaching that you felt] unprepared to teach?
    (Please check all that apply.)
    Art, Drama, Music
    0 = Not unprepared in Art/Drama/Music
    1 = Unprepared in Art/Drama/Music

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position, not including substitute or teacher's aide positions, and indicated they felt unprepared to teach at least one of the subject they taught.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1 and B3UNPR1 equal 1.
Source:B&B:93/2003 interview

B3UNF1B

Unprepared: Business
    Which fields [are you teaching that you feel/were you teaching that you felt] unprepared to teach?
    (Please check all that apply.)
    Business
    0 = Not unprepared in Business
    1 = Unprepared in Business

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position, not including substitute or teacher's aide positions, and indicated they felt unprepared to teach at least one of the subject they taught.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1 and B3UNPR1 equal 1.
Source:B&B:93/2003 interview

B3UNF1C

Unprepared: Economics/Political systems
    Which fields [are you teaching that you feel/were you teaching that you felt] unprepared to teach?
    (Please check all that apply.)
    Economics, Political Systems
    0 = Not unprepared in Economics
    1 = Unprepared in Economics

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position, not including substitute or teacher's aide positions, and indicated they felt unprepared to teach at least one of the subject they taught.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1 and B3UNPR1 equal 1.
Source:B&B:93/2003 interview

B3UNF1D

Unprepared: Elementary/Early Childhood
    Which fields [are you teaching that you feel/were you teaching that you felt] unprepared to teach?
    (Please check all that apply.)
    Elementary, Early Childhood Education
    0 = Not unprepared in early childhood educ
    1 = Unprepared in early childhood educ

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position, not including substitute or teacher's aide positions, and indicated they felt unprepared to teach at least one of the subject they taught.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1 and B3UNPR1 equal 1.
Source:B&B:93/2003 interview

B3UNF1E

Unprepared: Language Arts
    Which fields [are you teaching that you feel/were you teaching that you felt] unprepared to teach?
    (Please check all that apply.)
    English, Journalism, Reading, Creative Writing
    0 = Not unprepared in Language Arts
    1 = Unprepared in Language Arts

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position, not including substitute or teacher's aide positions, and indicated they felt unprepared to teach at least one of the subject they taught.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1 and B3UNPR1 equal 1.
Source:B&B:93/2003 interview

B3UNF1F

Unprepared: ESL/Bilingual
  Which fields [are you teaching that you feel/were you teaching that you felt] unprepared to teach?
  (Please check all that apply.)
  ESL, Bilingual
  0 = Not unprepared in ESL/Bilingual
  1 = Unprepared in ESL/Bilingual

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position, not including substitute or teacher's aide positions, and indicated they felt unprepared to teach at least one of the subject they taught.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater equal 1 and B3UNPR1 equal 1.
Source:B&B:93/2003 interview

B3UNF1G

Unprepared: Foreign languages
  Which fields [are you teaching that you feel/were you teaching that you felt] unprepared to teach?
  (Please check all that apply.)
  Foreign Languages
  0 = Not unprepared in Foreign language
  1 = Unprepared in Foreign language

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position, not including substitute or teacher's aide positions, and indicated they felt unprepared to teach at least one of the subject they taught.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater equal 1 and B3UNPR1 equal 1.
Source:B&B:93/2003 interview

B3UNF1H

Unprepared: Health/physical education
  Which fields [are you teaching that you feel/were you teaching that you felt] unprepared to teach?
  (Please check all that apply.)
  Health, Physical Education
  0 = Not unprepared in Health/physical educ
  1 = Unprepared in Health/physical educ

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position, not including substitute or teacher's aide positions, and indicated they felt unprepared to teach at least one of the subject they taught.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater equal 1 and B3UNPR1 equal 1.
Source:B&B:93/2003 interview

B3UNF1I

Unprepared: Mathematics
  Which fields [are you teaching that you feel/were you teaching that you felt] unprepared to teach?
  (Please check all that apply.)
  Math
  0 = Not unprepared in Mathematics
  1 = Unprepared in Mathematics

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position, not including substitute or teacher's aide positions, and indicated they felt unprepared to teach at least one of the subject they taught.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater equal 1 and B3UNPR1 equal 1.
Source:B&B:93/2003 interview

B3UNF1J

Unprepared: Science
  Which fields [are you teaching that you feel/were you teaching that you felt] unprepared to teach?
  (Please check all that apply.)
  Science
  0 = Not unprepared in Science
  1 = Unprepared in Science

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position, not including substitute or teacher's aide positions, and indicated they felt unprepared to teach at least one of the subject they taught.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater equal 1 and B3UNPR1 equal 1.
Source:B&B:93/2003 interview

B3UNF1K

Unprepared: Secondary Education
  Which fields [are you teaching that you feel/were you teaching that you felt] unprepared to teach?
  (Please check all that apply.)
  Secondary Education
  0 = Not unprepared in Secondary education
  1 = Unprepared in Secondary education

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position, not including substitute or teacher's aide positions, and indicated they felt unprepared to teach at least one of the subject they taught.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater equal 1 and B3UNPR1 equal 1.
Source:B&B:93/2003 interview

B3UNF1L

Unprepared: Special Education
Which fields [are you teaching that you feel/were you teaching that you felt] unprepared to teach?
(Please check all that apply.)
Special Education
0 = Not unprepared in Special education
1 = Unprepared in Special education

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position, not including substitute or teacher's aide positions, and indicated they felt unprepared to teach at least one of the subject they taught.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1 and B3UNPR1 equal 1.
Source:B&B:93/2003 interview

B3UNF1M

Unprepared: Social studies/history
Which fields [are you teaching that you feel/were you teaching that you felt] unprepared to teach?
(Please check all that apply.)
Social Studies, History, Civics
0 = Not unprepared in Social studies/History
1 = Unprepared in Social studies/History

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position, not including substitute or teacher's aide positions, and indicated they felt unprepared to teach at least one of the subject they taught.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1 and B3UNPR1 equal 1.
Source:B&B:93/2003 interview

B3UNF1N

Unprepared: Vocational/Occupational
Which fields [are you teaching that you feel/were you teaching that you felt] unprepared to teach?
(Please check all that apply.)
Vocational, Occupational
0 = Not unprepared in Vocational/Occupation
1 = Unprepared in Vocational/Occupational

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position, not including substitute or teacher's aide positions, and indicated they felt unprepared to teach at least one of the subject they taught.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1 and B3UNPR1 equal 1.
Source:B&B:93/2003 interview

B3UNF1O

Unprepared: Social sciences
Which fields [are you teaching that you feel/were you teaching that you felt] unprepared to teach?
(Please check all that apply.)
Social Sciences
0 = Not unprepared in Social sciences
1 = Unprepared in Social sciences

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position, not including substitute or teacher's aide positions, and indicated they felt unprepared to teach at least one of the subject they taught.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1 and B3UNPR1 equal 1.
Source:B&B:93/2003 interview

B3UNF1X

Unprepared: other
Which fields [are you teaching that you feel/were you teaching that you felt] unprepared to teach?
(Please check all that apply.)
Other
0 = Not unprepared in other field
1 = Unprepared in other field

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position, not including substitute or teacher's aide positions, and indicated they felt unprepared to teach at least one of the subject they taught.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1 and B3UNPR1 equal 1.
Source:B&B:93/2003 interview

B3NUMSTU

Number of students
[IF T_TENSE2 equal "past" then]
During the last semester in which you taught as a regular, itinerant, or support teacher, what was the average number of students you taught per class or section?
(If you taught one class per day, how many students were enrolled in that class?)
[else]
What is the average number of students you teach per class or section?
(If you teach one class per day, how many students are enrolled in that class?)
Number of students:

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3NUMCLS

Average number of classes
> What is the average number of classes or groups of students you [teach/taught] in a day in your [current job?/most recent job as a regular, itinerant, or support teacher?]
> If you [teach/taught] several subjects to the same block of students, as the typical elementary classroom teacher would, count that group of students only once.
> Classes of students:

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS
greater than equal 1.
Source:B&B:93/2003 interview

B3WRKLD

Difficulty of workload
> [Is/In your most recent job as a regular, itinerant, or support teacher, was]the workload given to you by your school (the students or classes you [teach/taught]) more difficult than those of other teachers at your school?
> 0 = Disagree, workload more difficult
> 1 = Agree, workload more difficult

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS
greater than equal 1.
Source:B&B:93/2003 interview

B3STUDA

Special: advanced or honors
> [In your current/In your most recent regular, itinerant, or support] teaching job, [do/did] you teach any of the following types of special student populations?
> (Please check all that apply.)
> Advanced placement or honors students
> 0 = Did not teach advanced or honors
> 1 = Taught advanced or honors

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS
greater than equal 1.
Source:B&B:93/2003 interview

B3STUDB

Special: limited English
> [In your current/In your most recent regular, itinerant, or support] teaching job, [do/did] you teach any of the following types of special student populations?
> (Please check all that apply.)
> Limited English Proficient students
> 0 = Did not teach limited English students
> 1 = Taught students with limited English

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS
greater than equal 1.
Source:B&B:93/2003 interview

B3STUDC

Special: Special education
> [In your current/In your most recent regular, itinerant, or support] teaching job, [do/did] you teach any of the following types of special student populations?
> (Please check all that apply.)
> Special Education students
> 0 = Did not teach special education
> 1 = Taught special education

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS
greater than equal 1.
Source:B&B:93/2003 interview

B3STUDO

Special: None of the above
> [In your current/In your most recent regular, itinerant, or support] teaching job, [do/did] you teach any of the following types of special student populations?
> (Please check all that apply.)
> None of the above
> 0 = Did not teach none of the above
> 1 = Taught none of the above

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS
greater than equal 1.
Source:B&B:93/2003 interview

B3TSATA

Satisfaction: student motivation
    [IF T_TENSE2 equal "past" then]
    In your most recent job as a regular, itinerant, or support teacher, with
    [else]
    With which of the following aspects of teaching [are/were] you very satisfied?
    (Please check all that apply.)
    Student motivation to learn

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3TSATB

Satisfaction: school learning
    [IF T_TENSE2 equal "past" then]
    In your most recent job as a regular, itinerant, or support teacher, with
    [else]
    With which of the following aspects of teaching [are/were] you very satisfied?
    (Please check all that apply.)
    School learning environment
    0 = Not satisfied, school learning
    1 = Satisfied, school learning

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3TSATC

Satisfaction: student discipline
    [IF T_TENSE2 equal "past" then]
    In your most recent job as a regular, itinerant, or support teacher, with
    [else]
    With which of the following aspects of teaching [are/were] you very satisfied?
    (Please check all that apply.)
    Student discipline and behavior
    0 = Not satisfied, student discipline
    1 = Satisfied, student discipline

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3TSATD

Satisfaction: class size
    [IF T_TENSE2 equal "past" then]
    In your most recent job as a regular, itinerant, or support teacher, with
    [else]
    With which of the following aspects of teaching [are/were] you very satisfied?
    (Please check all that apply.)
    Class size
    0 = Not satisfied, class size
    1 = Satisfied, class size

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3TSATE

Satisfaction: support from parents
    [IF T_TENSE2 equal "past" then]
    In your most recent job as a regular, itinerant, or support teacher, with
    [else]
    With which of the following aspects of teaching [are/were] you very satisfied?
    (Please check all that apply.)
    Support from parents
    0 = Not satisfied, support from parents
    1 = Satisfied, support from parents

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS
 greater than equal 1.
Source:B&B:93/2003 interview

B3TSATW

Satisfaction: none of the above
    [IF T_TENSE2 equal "past" then]
    In your most recent job as a regular, itinerant, or support teacher, with
    [else]
    With which of the following aspects of teaching [are/were] you very satisfied?
    (Please check all that apply.)
    None of the above
    0 = Not satisfied, none of the above
    1 = Satisfied, none of the above

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3FTPT1

Current: full-time or part-time
　[if T_TENSE2 equal "past" then]
　In your most recent job as a regular, itinerant, or support teacher, did you work full-time or part-time?
　[else]
　Do you work full-time or part-time in your current teaching job?
　1 = Full-time
　2 = Part-time

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3CONT1

Current: payment contract
　[if T_TENSE2 equal "past" then]
　In your most recent position as a regular, itinerant, or support teacher, what type of contract did you have?
　[else]
　In your current teaching position, what type of contract do you have?
　[Are/Were] you paid for work performed under a...
　1 = 9-month contract
　2 = 10-month contract
　3 = 12-month contract
　4 = Other

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3TSALR1

Base annual teaching salary
　What was your academic year base salary at your most recent
　[if T_TENSE2 equal "past" then]
　regular, itinerant, or support
　[end if]
　teaching job, not including extra pay for things like summer teaching, coaching extra-curricular activities?

Applies to: Respondents who have taught in the past or respondents who are currently teaching as a substitute or teacher's aide and held at least one teaching position not including substitute or teacher's aide position.
CATI code: (B3TCHPST equal 1 or (B3CURTCH equal 1 and B3CURPOS equal 2,3) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3TOINC1

Other income from school district
　What other income [do/did] you receive from this school or district per year (for things like coaching, teaching night school, working on the yearbook, etc.)?

Applies to: Respondents who have taught in the past or respondents who are currently teaching as a substitute or teacher's aide and held at least one teaching position not including substitute or teacher's aide position.
CATI code: (B3TCHPST equal 1 or (B3CURTCH equal 1 and B3CURPOS equal 2,3) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3TOOIN1

Non-school income
　What [is/was] your annual income from sources other than the school or district (e.g. from other jobs) per year?
　(Please do not include anyone's income other than your own.)

Applies to: Respondents who have taught in the past or respondents who are currently teaching as a substitute or teacher's aide and held at least one teaching position not including substitute or teacher's aide position.
CATI code: (B3TCHPST equal 1 or (B3CURTCH equal 1 and B3CURPOS equal 2,3) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3FSTPOS

First: teaching position
　What position did you hold in your first teaching job that was not as a substitute or teacher's aide?
　1 = Regular standard teacher
　2 = Itinerant teacher
　3 = Support teacher

Applies to: Respondents who are currently teaching or have taught in the past and have held more than one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than 1.
Source:B&B:93/2003 interview

B3FLD2

First: main subject taught
    In your first teaching job, what was the main subject you taught?
    (Please select only one.)
     1 = Art, Drama, Music
     2 = Business
     3 = Economics, Political Systems
     4 = Elementary, Early Childhood Education
     5 = English, Journalism, Reading, Writing
     6 = ESL, Bilingual
     7 = Foreign languages
     8 = Health, Physical education
     9 = Math
    10 = Science
    11 = Secondary Education
    12 = Special Education
    13 = Social Studies, History, Civics
    14 = Vocational, Occupational
    15 = Social Sciences
    16 = Other

Applies to: Respondents who are currently teaching or have taught in the past and have held more than one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than 1.
Source:B&B:93/2003 interview

B3OTF2A

First: Art/Drama/Music
    What other subject(s) did you teach in your first teaching job?
    (Please check all that apply.)
    Art, Drama, Music
    0 = Did not teach Art/Drama/Music
    1 = Taught Art/Drama/Music

Applies to: Respondents who are currently teaching or have taught in the past and have held more than one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than 1.
Source:B&B:93/2003 interview

B3OTF2B

First: Business
    What other subject(s) did you teach in your first teaching job?
    (Please check all that apply.)
    Business
    0 = Did not teach Business
    1 = Taught Business

Applies to: Respondents who are currently teaching or have taught in the past and have held more than one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than 1.
Source:B&B:93/2003 interview

B3OTF2C

First: Economics/Political Systems
    What other subject(s) did you teach in your first teaching job?
    (Please check all that apply.)
    Economics, Political Systems
    0 = Did not teach Economics
    1 = Taught Economics

Applies to: Respondents who are currently teaching or have taught in the past and have held more than one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than 1.
Source:B&B:93/2003 interview

B3OTF2D

First: Elementary/Early Childhood Ed
    What other subject(s) did you teach in your first teaching job?
    (Please check all that apply.)
    Elementary, Early Childhood Education
    0 = Did not teach early childhood educ
    1 = Taught early childhood educ

Applies to: Respondents who are currently teaching or have taught in the past and have held more than one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than 1.
Source:B&B:93/2003 interview

B3OTF2E

First: Language Arts
    What other subject(s) did you teach in your first teaching job?
    (Please check all that apply.)
    English, Journalism, Reading, Creative Writing
    0 = Did not teach Language Arts
    1 = Taught Language Arts

Applies to: Respondents who are currently teaching or have taught in the past and have held more than one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than 1.
Source:B&B:93/2003 interview

B3OTF2F

First: ESL/Bilingual
    What other subject(s) did you teach in your first teaching job?
    (Please check all that apply.)
    ESL, Bilingual
    0 = Did not teach ESL/Bilingual
    1 = Taught ESL/Bilingual

Applies to: Respondents who are currently teaching or have taught in the past and have held more than one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than 1.
Source:B&B:93/2003 interview

B3OTF2G

First: Foreign languages
What other subject(s) did you teach in your first teaching job?
(Please check all that apply.)
Foreign Languages
0 = Did not teach Foreign language
1 = Taught Foreign language

Applies to: Respondents who are currently teaching or have taught in the past and have held more than one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than 1.
Source:B&B:93/2003 interview

B3OTF2H

First: Health/physical education
What other subject(s) did you teach in your first teaching job?
(Please check all that apply.)
Health, Physical Education
0 = Did not teach Health/physical educ
1 = Taught Health/physical educ

Applies to: Respondents who are currently teaching or have taught in the past and have held more than one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than 1.
Source:B&B:93/2003 interview

B3OTF2I

First: Mathematics
What other subject(s) did you teach in your first teaching job?
(Please check all that apply.)
Math
0 = Did not teach Mathematics
1 = Taught Mathematics

Applies to: Respondents who are currently teaching or have taught in the past and have held more than one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than 1.
Source:B&B:93/2003 interview

B3OTF2J

First: Science
What other subject(s) did you teach in your first teaching job?
(Please check all that apply.)
Science
0 = Did not teach Science
1 = Taught Science

Applies to: Respondents who are currently teaching or have taught in the past and have held more than one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than 1.
Source:B&B:93/2003 interview

B3OTF2K

First: Secondary Education
What other subject(s) did you teach in your first teaching job?
(Please check all that apply.)
Secondary Education
0 = Did not teach Secondary education
1 = Taught Secondary education

Applies to: Respondents who are currently teaching or have taught in the past and have held more than one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than 1.
Source:B&B:93/2003 interview

B3OTF2L

First: Special Education
What other subject(s) did you teach in your first teaching job?
(Please check all that apply.)
Special Education
0 = Did not teach Special education
1 = Taught Special education

Applies to: Respondents who are currently teaching or have taught in the past and have held more than one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than 1.
Source:B&B:93/2003 interview

B3OTF2M

First: Social studies/History/Civics
What other subject(s) did you teach in your first teaching job?
(Please check all that apply.)
Social Studies, History, Civics
0 = Did not teach Social studies/History
1 = Taught Social studies/History

Applies to: Respondents who are currently teaching or have taught in the past and have held more than one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than 1.
Source:B&B:93/2003 interview

B3OTF2N

First: Vocational/Occupational
What other subject(s) did you teach in your first teaching job?
(Please check all that apply.)
Vocational, Occupational
0 = Did not teach Vocational/Occupation
1 = Taught Vocational/Occupational

Applies to: Respondents who are currently teaching or have taught in the past and have held more than one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than 1.
Source:B&B:93/2003 interview

B3OTF2O

First: Social sciences
What other subject(s) did you teach in your first teaching job?
(Please check all that apply.)
Social Sciences
0 = Did not teach Social sciences
1 = Taught Social sciences

Applies to: Respondents who are currently teaching or have taught in the past and have held more than one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than 1.
Source:B&B:93/2003 interview

B3OTF2X

First: Other
What other subject(s) did you teach in your first teaching job?
(Please check all that apply.)
Other
0 = Did not teach other field
1 = Taught other field

Applies to: Respondents who are currently teaching or have taught in the past and have held more than one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than 1.
Source:B&B:93/2003 interview

B3OTF2W

First: None of the above
What other subject(s) did you teach in your first teaching job?
(Please check all that apply.)
None of the above
0 = Did not teach none of the above
1 = Taught none of the above

Applies to: Respondents who are currently teaching or have taught in the past and have held more than one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than 1.
Source:B&B:93/2003 interview

B3LOGR2

First: lowest grade taught
What were the lowest and highest grade(s) you taught in your first teaching job?
Lowest:

Applies to: Respondents who are currently teaching or have taught in the past and have held more than one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than 1.
Source:B&B:93/2003 interview

B3HIGR2

First: highest grade taught
What were the lowest and highest grade(s) you taught in your first teaching job?
Highest:

Applies to: Respondents who are currently teaching or have taught in the past and have held more than one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than 1.
Source:B&B:93/2003 interview

B3FTPT2

First: full-time or part-time
Did you work full-time or part-time in your first teaching job?
1 = Full-time
2 = Part-time

Applies to: Respondents who are currently teaching or have taught in the past and have held more than one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than 1.
Source:B&B:93/2003 interview

B3PSTPA

Ever held position: substitute teacher
Which of the following positions have you held since 1997?
(Please check all that apply.)
Substitute teacher
0 = Never substitute teacher
1 = Substitute teacher

Applies to: Respondents who are currently teaching or have taught in the past.
CATI code: B3CURTCH equal 1 or B3TCHPST equal 1.
Source:B&B:93/2003 interview

B3PSTPB

Ever held position: teacher's aide
Which of the following positions have you held since 1997?
(Please check all that apply.)
Teacher's aide
0 = Never teacher aide
1 = Teacher aide

Applies to: Respondents who are currently teaching or have taught in the past.
CATI code: B3CURTCH equal 1 or B3TCHPST equal 1.
Source:B&B:93/2003 interview

B3PSTPC

Ever held position: support teacher
Which of the following positions have you held since 1997?
(Please check all that apply.)
Support teacher
0 = Never support teacher
1 = Support teacher

Applies to: Respondents who are currently teaching or have taught in the past.
CATI code: B3CURTCH equal 1 or B3TCHPST equal 1.
Source:B&B:93/2003 interview

B3PSTPW

Ever held position: none
Which of the following positions have you held since 1997?
(Please check all that apply.)
None of the above
0 = Never none of the above
1 = None of the above

Applies to: Respondents who are currently teaching or have taught in the past.
CATI code: B3CURTCH equal 1 or B3TCHPST equal 1.
Source:B&B:93/2003 interview

B3SUBLNG

Held long-term substitute position
[if CURPOS.CURPOS equal 2 and T_TENSE not equal "PAST" then]
Are you in a long-term substitute teaching position that has lasted 12 weeks or more?
[else]
When you were a substitute teacher, were you in a long-term position that lasted 12 weeks or more?
0 = Not long-term substitute
1 = Long-term substitute

Applies to: Respondents who have worked as a substitute.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and (B3PSTPA equal 1 or B3CURPOS equal 2).
Source:B&B:93/2003 interview

B3SUBREG

Took substitute job to go permanent
Did you accept [this/that] substitute teaching position as a way to gain entry into a permanent teaching position?
0 = Not sub to get regular teaching job
1 = Substitute to get regular teaching job

Applies to: Respondents who have worked as a substitute.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and (B3PSTPA equal 1 or B3CURPOS equal 2).
Source:B&B:93/2003 interview

B3AIDREG

Took teacher's aide job to go permanent
Did you accept a teacher's aide position as a way to gain entry into a permanent teaching position?
0 = Not aide to get regular teaching job
1 = Aide to get regular teaching job

Applies to: Respondents who have worked as a teacher's aide.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and (B3PSTPB equal 1 or B3CURPOS equal 3).
Source:B&B:93/2003 interview

B3AIDPAY

Time as aide paid or unpaid
[Is/was] most of your time as a teacher's aide spent in a paid or unpaid position?
1 = Paid
2 = Unpaid

Applies to: Respondents who have worked as a teacher's aide.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and (B3PSTPB equal 1 or B3CURPOS equal 3).
Source:B&B:93/2003 interview

B3SUPAA

Support: professional development
Which of the following activities [are/were] part of your position as a support teacher?
(Please check all that apply.)
Developing or running a teacher professional development program
0 = Not part of position, professional dev
1 = Part of position, professional dev

Applies to: Respondents who have worked as a support teacher.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and (B3PSTPC equal 1 or B3CURPOS equal 5).
Source:B&B:93/2003 interview

B3SUPAB

Support: curricular activities/materials
Which of the following activities [are/were] part of your position as a support teacher?
(Please check all that apply.)
Developing curricular activities or materials
0 = Not part of position, curricular
1 = Part of position, curricular

Applies to: Respondents who have worked as a support teacher.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and (B3PSTPC equal 1 or B3CURPOS equal 5).
Source:B&B:93/2003 interview

B3SUPAC

Support: technical assistance
   Which of the following activities [are/were] part of your position as a support teacher?
   (Please check all that apply.)
   Providing teachers with technical assistance in schools
   0 = Not part of position, technical assist
   1 = Part of position, technical assist

Applies to: Respondents who have worked as a support teacher.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and (B3PSTPC equal 1 or
B3CURPOS equal 5).
Source:B&B:93/2003 interview

B3SUPAX

Support: other
   Which of the following activities [are/were] part of your position as a support teacher?
   (Please check all that apply.)
   Other
   0 = Not part of position, other
   1 = Part of position, other

Applies to: Respondents who have worked as a support teacher.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and (B3PSTPC equal 1 or
B3CURPOS equal 5).
Source:B&B:93/2003 interview

B3OTJBA

Non-teaching job: Principal
   Since you were last interviewed in [year of last interview], which of the following non-
   teaching jobs in elementary or secondary education have you held?
   (Please check all that apply.)
   Principal
   0 = Did not hold job, principal
   1 = Held job, principal

Applies to: Respondents who are currently teaching or have taught in the past and have held at
least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS
greater than equal 1.
Source:B&B:93/2003 interview

B3OTJBB

Non-teaching job: Assistant Principal
   Since you were last interviewed in [year of last interview], which of the following non-
   teaching jobs in elementary or secondary education have you held?
   (Please check all that apply.)
   Assistant Principal
   0 = Did not hold job, vice principal
   1 = Held job, vice principal

Applies to: Respondents who are currently teaching or have taught in the past and have held at
least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS
greater than equal 1.
Source:B&B:93/2003 interview

B3OTJBC

Non-teaching job: Program Administrator
   Since you were last interviewed in [year of last interview], which of the following non-
   teaching jobs in elementary or secondary education have you held?
   (Please check all that apply.)
   Program Administrator
   0 = Did not hold job, program administrator
   1 = Held job, program administrator

Applies to: Respondents who are currently teaching or have taught in the past and have held at
least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS
greater than equal 1.
Source:B&B:93/2003 interview

B3OTJBD

Non-teaching job: Curriculum Coordinator
   Since you were last interviewed in [year of last interview], which of the following non-
   teaching jobs in elementary or secondary education have you held?
   (Please check all that apply.)
   Curriculum Coordinator
   0 = Did not hold job, curriculum coordinator
   1 = Held job, curriculum coordinator

Applies to: Respondents who are currently teaching or have taught in the past and have held at
least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS
greater than equal 1.
Source:B&B:93/2003 interview

B3OTJBE

Non-teaching job: Department Head
    Since you were last interviewed in [year of last interview], which of the following non-teaching jobs in elementary or secondary education have you held?
    (Please check all that apply.)
    Department Head
    0 = Did not hold job, department head
    1 = Held job, department head

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3OTJBF

Non-teaching job: School Psychologist
    Since you were last interviewed in [year of last interview], which of the following non-teaching jobs in elementary or secondary education have you held?
    (Please check all that apply.)
    School Psychologist, Counselor, Advisor
    0 = Did not hold job, school psychologist
    1 = Held job, school psychologist

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3OTJBG

Non-teaching job: Coach
    Since you were last interviewed in [year of last interview], which of the following non-teaching jobs in elementary or secondary education have you held?
    (Please check all that apply.)
    Coach
    0 = Did not hold job, coach
    1 = Held job, coach

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3OTJBH

Non-teaching job: Library Specialist
    Since you were last interviewed in [year of last interview], which of the following non-teaching jobs in elementary or secondary education have you held?
    (Please check all that apply.)
    Library Media Specialist or Librarian
    0 = Did not hold job, library specialist
    1 = Held job, library specialist

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3OTJBI

Non-teaching job: Support Staff
    Since you were last interviewed in [year of last interview], which of the following non-teaching jobs in elementary or secondary education have you held?
    (Please check all that apply.)
    Support Staff (e.g. secretary)
    0 = Did not hold job, support staff
    1 = Held job, support staff

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3OTJBX

Non-teaching school job: other
    Since you were last interviewed in [year of last interview], which of the following non-teaching jobs in elementary or secondary education have you held?
    (Please check all that apply.)
    Other non-teaching school job
    0 = Did not hold job, other
    1 = Held job, other

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3OTJBW

Non-teaching job: none of the above
Since you were last interviewed in [year of last interview], which of the following non-teaching jobs in elementary or secondary education have you held?
(Please check all that apply.)
None of the above
0 = Did not hold job, none of above
1 = Held job, none of above

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3JBPLA

Plan: Principal
Do you have any plans to move into any of the following education-related, but non-teaching jobs in the future?
(Please check all that apply.)
Principal
0 = Do not plan, principal
1 = Plan to be, principal
Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions, and have not held a non-teaching job in elementary or secondary education since they were last interviewed.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1 and B3OTJBW equal 1.
Source:B&B:93/2003 interview

B3JBPLB

Plan: Assistant Principal
Do you have any plans to move into any of the following education-related, but non-teaching jobs in the future?
(Please check all that apply.)
Assistant Principal
0 = Do not plan, vice principal
1 = Plan to be, vice principal
Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions, and have not held a non-teaching job in elementary or secondary education since they were last interviewed.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1 and B3OTJBW equal 1.
Source:B&B:93/2003 interview

B3JBPLC

Plan: Program Administrator
Do you have any plans to move into any of the following education-related, but non-teaching jobs in the future?
(Please check all that apply.)
Program Administrator
0 = Do not plan, program administrator
1 = Plan to be, program administrator
Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions, and have not held a non-teaching job in elementary or secondary education since they were last interviewed.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1 and B3OTJBW equal 1.
Source:B&B:93/2003 interview

B3JBPLD

Plan: Curriculum Coordinator
Do you have any plans to move into any of the following education-related, but non-teaching jobs in the future?
(Please check all that apply.)
Curriculum Coordinator
0 = Do not plan, curriculum coordinator
1 = Plan to be, curriculum coordinator
Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions, and have not held a non-teaching job in elementary or secondary education since they were last interviewed.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1 and B3OTJBW equal 1.
Source:B&B:93/2003 interview

B3JBPLE

Plan: Department Head
Do you have any plans to move into any of the following education-related, but non-teaching jobs in the future?
(Please check all that apply.)
Department Head
0 = Do not plan, department head
1 = Plan to be, department head
Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions, and have not held a non-teaching job in elementary or secondary education since they were last interviewed.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1 and B3OTJBW equal 1.
Source:B&B:93/2003 interview

B3JBPLF

Plan: School Psychologist

Do you have any plans to move into any of the following education-related, but non-teaching jobs in the future?
(Please check all that apply.)
School Psychologist, Counselor, Advisor
0 = Do not plan, school psychologist
1 = Plan to be, school psychologist

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions, and have not held a non-teaching job in elementary or secondary education since they were last interviewed.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1 and B3OTJBW equal 1.
Source:B&B:93/2003 interview

B3JBPLG

Plan: Coach

Do you have any plans to move into any of the following education-related, but non-teaching jobs in the future?
(Please check all that apply.)
Coach
0 = Do not plan, coach
1 = Plan to be, coach

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions, and have not held a non-teaching job in elementary or secondary education since they were last interviewed.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1 and B3OTJBW equal 1.
Source:B&B:93/2003 interview

B3JBPLH

Plan: Library Specialist

Do you have any plans to move into any of the following education-related, but non-teaching jobs in the future?
(Please check all that apply.)
Library Media Specialist or Librarian
0 = Do not plan, library specialist
1 = Plan to be, library specialist

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions, and have not held a non-teaching job in elementary or secondary education since they were last interviewed.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1 and B3OTJBW equal 1.
Source:B&B:93/2003 interview

B3JBPLI

Plan: Support Staff

Do you have any plans to move into any of the following education-related, but non-teaching jobs in the future?
(Please check all that apply.)
Support Staff (e.g. secretary)
0 = Do not plan, support staff
1 = Plan to be, support staff

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions, and have not held a non-teaching job in elementary or secondary education since they were last interviewed.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1 and B3OTJBW equal 1.
Source:B&B:93/2003 interview

B3JBPLX

Plan: Other

Do you have any plans to move into any of the following education-related, but non-teaching jobs in the future?
(Please check all that apply.)
Other non-teaching school job
0 = Do not plan, other
1 = Plan to be, other

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions, and have not held a non-teaching job in elementary or secondary education since they were last interviewed.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1 and B3OTJBW equal 1.
Source:B&B:93/2003 interview

B3JBPLW

Plan: None of the above

Do you have any plans to move into any of the following education-related, but non-teaching jobs in the future?
(Please check all that apply.)
None of the above
0 = Do not plan, none of above
1 = Plan to be, none of above

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions, and have not held a non-teaching job in elementary or secondary education since they were last interviewed.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1 and B3OTJBW equal 1.
Source:B&B:93/2003 interview

B3INDUCT

First: formal induction program
    The next questions deal with your experiences as a new teacher.
    In your first teaching job (not including substitute, aide, or support positions), did you
    participate in a formal teacher induction program that assigns new teachers to master or
    mentor teachers for their first year?
    0 = Did not participate in induction program
    1 = Participated in induction program

Applies to: Respondents who are currently teaching or have taught in the past and have held at
least one teaching position not including substitute or teacher's aide positions, and have been
identified as a new teacher.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal1
and Y_TEACH equal 0.
Source:B&B:93/2003 interview

B3HLPA1

Help new teachers: student discipline
    In thinking about your first teaching job, would you agree or disagree that your school is
    effective in helping new teachers... Agree / Disagree
    With student discipline?
    1 = Agree
    2 = Disagree

Applies to: Respondents who are currently teaching or have taught in the past and have held at
least one teaching position not including substitute or teacher's aide positions, and have been
identified as a new teacher.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal1
and Y_TEACH equal 0.
Source:B&B:93/2003 interview

B3HLPB1

Help new teachers: instructional methods
    In thinking about your first teaching job, would you agree or disagree that your school is
    effective in helping new teachers... Agree / Disagree
    With instructional methods?
    1 = Agree
    2 = Disagree

Applies to: Respondents who are currently teaching or have taught in the past and have held at
least one teaching position not including substitute or teacher's aide positions, and have been
identified as a new teacher.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal1
and Y_TEACH equal 0.
Source:B&B:93/2003 interview

B3HLPC1

Help new teachers: the curriculum
    In thinking about your first teaching job, would you agree or disagree that your school is
    effective in helping new teachers... Agree / Disagree
    With the curriculum?
    1 = Agree
    2 = Disagree

Applies to: Respondents who are currently teaching or have taught in the past and have held at
least one teaching position not including substitute or teacher's aide positions, and have been
identified as a new teacher.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal1
and Y_TEACH equal 0.
Source:B&B:93/2003 interview

B3HLPD1

Help new teachers: adjust
    In thinking about your first teaching job, would you agree or disagree that your school is
    effective in helping new teachers... Agree / Disagree
    Adjust to school environment?
    1 = Agree
    2 = Disagree

Applies to: Respondents who are currently teaching or have taught in the past and have held at
least one teaching position not including substitute or teacher's aide positions, and have been
identified as a new teacher.
CATI code: (B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1
and Y_TEACH equal 0.
Source:B&B:93/2003 interview

B3TECH

Professional development - technology
    In the last 12 months, have you participated in any professional development activities that
    focused on integrating technology into classroom teaching?
    0 = No technical professional development
    1 = Had technical professional development

Applies to: Respondents who are currently teaching and have held at least one teaching
position not including substitute or teacher's aide positions.
CATI code: B3CURTCH equal 1 and B3NUMPOS greater than equal 1.
Source:B&B:93/2003 interview

B3TCHAGN

Would go into teaching again
    If you had it to do over again, would you still decide to go into teaching?
    0 = Would not go into teaching again
    1 = Would go into teaching again

Applies to: Respondents who are currently teaching and have held at least one teaching
position not including substitute or teacher's aide positions.
CATI code: B3CURTCH equal 1 and B3NUMPOSgreater than equal 1.
Source:B&B:93/2003 interview

B3TCHFTR

Plan to continue teaching
Do you plan to [continue/return to] classroom teaching?
0 = Do not plan to continue teaching
1 = Plan to continue teaching

Applies to: Respondents who are currently teaching or have taught in the past and have held at least one teaching position not including substitute or teacher's aide positions. Respondents who left teaching prior to the 1997 interview also received this question.
CATI code: ((B3CURTCH equal 1 or B3TCHPST equal 1) and B3NUMPOS greater than equal 1) or (Y_PREP equal 7 and B3TCHPST equal 0 and B3CURTCH equal 0).
Source:B&B:93/2003 interview

B3TCHDR

How long expect to stay in teaching
How long do you think you'll stay in teaching?
1 = For the rest of the time you're working
2 = Until non-teaching job in education becomes available
3 = Until something better comes along
4 = Other

Applies to: Respondents who are currently working and have held at least one teaching position not including substitute or teacher's aide positions.
CATI code: B3CURTCH equal 1 and B3NUMPOS greater than equal 1. Note: There was a CATI error that skipped some respondents that were currently teaching. This error was corrected on 7/9/2003.
Source:B&B:93/2003 interview

B3LFTTCH

Non-teaching position planned
What is the primary reason you decided to leave teaching?
1 = Low pay
2 = To take a sabbatical or other break from teaching
3 = Laid off or work force reduction
4 = To change jobs out of education
5 = To change jobs within education
6 = Relocated
7 = Raise family or other family demands
8 = Health reasons
9 = Difficulty with students, parents, and/or administration
10 = Other

Applies to: Respondents who have been a teacher in the past, but are not currently teaching or respondents who left teaching prior to the 1997 interview. This item excludes respondents who indicated they plan to return to/continue classroom teaching.
CATI code: (B3TCHPST equal 1 or Y_PREP equal 7) and B3TCFTR not equal 1. Note: There was a CATI error that skipped some respondents that were currently teaching. This error was corrected on 7/9/2003.
Source:B&B:93/2003 interview

B3STAYA

Stay: enjoy working with students
[IF T_TENSE not equal "now" then]
Why do you plan to return to teaching?
[else]
Why do you choose to stay in teaching?
(Please check all that apply.)
Enjoy working with students
0 = Not stay, enjoy working with students
1 = Stay, working with students

Applies to: Respondents who are currently working or have taught in the past who indicated that they plan to continue or return to teaching.
CATI code: (B3TCHPST equal 1 or B3CURTCH equal 1) and B3TCHFTR not equal 0.
Source:B&B:93/2003 interview

B3STAYB

Stay: work is rewarding/important
[IF T_TENSE not equal "now" then]
Why do you plan to return to teaching?
[else]
Why do you choose to stay in teaching?
(Please check all that apply.)
Work is rewarding/important
0 = Not stay, work is rewarding
1 = Stay, work is rewarding

Applies to: Respondents who are currently working or have taught in the past who indicated that they plan to continue or return to teaching.
CATI code: (B3TCHPST equal 1 or B3CURTCH equal 1) and B3TCHFTR not equal 0.
Source:B&B:93/2003 interview

B3STAYC

Stay: flexible schedule
[IF T_TENSE not equal "now" then]
Why do you plan to return to teaching?
[else]
Why do you choose to stay in teaching?
(Please check all that apply.)
Flexible schedule
0 = Not stay, flexible schedule
1 = Stay, flexible schedule

Applies to: Respondents who are currently working or have taught in the past who indicated that they plan to continue or return to teaching.
CATI code: (B3TCHPST equal 1 or B3CURTCH equal 1) and B3TCHFTR not equal 0.
Source:B&B:93/2003 interview

B3STAYD

Stay: autonomy with running a classroom
    [IF T_TENSE not equal "now" then]
    Why do you plan to return to teaching?
    [else]
    Why do you choose to stay in teaching?
    (Please check all that apply.)
    Autonomy associated with running a classroom
    0 = Not stay, autonomy
    1 = Stay, autonomy

Applies to: Respondents who are currently working or have taught in the past who indicated that they plan to continue or return to teaching.
CATI code: (B3TCHPST equal 1 or B3CURTCH equal 1) and B3TCHFTR not equal 0.
Source:B&B:93/2003 interview

B3STAYE

Stay: giving back to society
    [IF T_TENSE not equal "now" then]
    Why do you plan to return to teaching?
    [else]
    Why do you choose to stay in teaching?
    (Please check all that apply.)
    Giving back to society
    0 = Not stay, give back to society
    1 = Stay, give back to society

Applies to: Respondents who are currently working or have taught in the past who indicated that they plan to continue or return to teaching.
CATI code: (B3TCHPST equal 1 or B3CURTCH equal 1) and B3TCHFTR not equal 0.
Source:B&B:93/2003 interview

B3STAYF

Stay: enjoy subject matter
    [IF T_TENSE not equal "now" then]
    Why do you plan to return to teaching?
    [else]
    Why do you choose to stay in teaching?
    (Please check all that apply.)
    Enjoy subject matter
    0 = Not stay, enjoy subject matter
    1 = Stay, enjoy subject matter

Applies to: Respondents who are currently working or have taught in the past who indicated that they plan to continue or return to teaching.
CATI code: (B3TCHPST equal 1 or B3CURTCH equal 1) and B3TCHFTR not equal 0.
Source:B&B:93/2003 interview

B3STAYW

Stay: none of the above
    [IF T_TENSE not equal "now" then]
    Why do you plan to return to teaching?
    [else]
    Why do you choose to stay in teaching?
    (Please check all that apply.)
    None of the above
    0 = Not stay, none of the above
    1 = Stay, none of the above

Applies to: Respondents who are currently working or have taught in the past who indicated that they plan to continue or return to teaching.
CATI code: (B3TCHPST equal 1 or B3CURTCH equal 1) and B3TCHFTR not equal 0.
Source:B&B:93/2003 interview

B3LEAVA

Leave: low pay
    [if iTCHFTR equal 0 then]
    Why have you decided to leave teaching?
    [else if T_TENSE equal "past" then]
    Why did you decide to leave teaching?
    [else]
    Are there any reasons you would consider leaving teaching?
    (Please check all that apply.)
    Low pay
    0 = Not leave, low pay
    1 = Leave, low pay

Applies to: Respondents who are currently teaching or those respondents who have taught in the past and plan to return to teaching.
CATI code: B3CURTCH equal 1 or (B3TCHFTR equal 1 and B3TCHPST equal 1)
Source:B&B:93/2003 interview

B3LEAVB

Leave: sabbatical or break
    [if iTCHFTR equal 0 then]
    Why have you decided to leave teaching?
    [else if T_TENSE equal "past" then]
    Why did you decide to leave teaching?
    [else]
    Are there any reasons you would consider leaving teaching?
    (Please check all that apply.)
    To take a sabbatical or other break from teaching
    0 = Not leave, sabbatical
    1 = Leave, sabbatical

Applies to: Respondents who are currently teaching or those respondents who have taught in the past and plan to return to teaching.
CATI code: B3CURTCH equal 1 or (B3TCHFTR equal 1 and B3TCHPST equal 1)
Source:B&B:93/2003 interview

B3LEAVC

Leave: change jobs out of education
[if iTCHFTR equal 0 then]
Why have you decided to leave teaching?
[else if T_TENSE equal "past" then]
Why did you decide to leave teaching?
[else]
Are there any reasons you would consider leaving teaching?
(Please check all that apply.)
To change jobs out of education
0 = Not leave, change job out of education
1 = Leave, change job out of education

Applies to: Respondents who are currently teaching or those respondents who have taught in the past and plan to return to teaching.
CATI code: B3CURTCH equal 1 or (B3TCHFTR equal 1 and B3TCHPST equal 1)
Source:B&B:93/2003 interview

B3LEAVD

Leave: change jobs within education
[if iTCHFTR equal 0 then]
Why have you decided to leave teaching?
[else if T_TENSE equal "past" then]
Why did you decide to leave teaching?
[else]
Are there any reasons you would consider leaving teaching?
(Please check all that apply.)
To change jobs within education
0 = Not leave, change job within education
1 = Leave, change job within education

Applies to: Respondents who are currently teaching or those respondents who have taught in the past and plan to return to teaching.
CATI code: B3CURTCH equal 1 or (B3TCHFTR equal 1 and B3TCHPST equal 1)
Source:B&B:93/2003 interview

B3LEAVE

Leave: raise a family
[if iTCHFTR equal 0 then]
Why have you decided to leave teaching?
[else if T_TENSE equal "past" then]
Why did you decide to leave teaching?
[else]
Are there any reasons you would consider leaving teaching?
(Please check all that apply.)
Raise a family or other family demands
0 = Not leave to raise a family
1 = Leave to raise a family

Applies to: Respondents who are currently teaching or those respondents who have taught in the past and plan to return to teaching.
CATI code: B3CURTCH equal 1 or (B3TCHFTR equal 1 and B3TCHPST equal 1)
Source:B&B:93/2003 interview

B3LEAVF

Leave: low prestige
[if iTCHFTR equal 0 then]
Why have you decided to leave teaching?
[else if T_TENSE equal "past" then]
Why did you decide to leave teaching?
[else]
Are there any reasons you would consider leaving teaching?
(Please check all that apply.)
Low prestige
0 = Not leave, low prestige
1 = Leave, low prestige

Applies to: Respondents who are currently teaching or those respondents who have taught in the past and plan to return to teaching.
CATI code: B3CURTCH equal 1 or (B3TCHFTR equal 1 and B3TCHPST equal 1)
Source:B&B:93/2003 interview

B3LEAVG

Leave: difficulty with people
[if iTCHFTR equal 0 then]
Why have you decided to leave teaching?
[else if T_TENSE equal "past" then]
Why did you decide to leave teaching?
[else]
Are there any reasons you would consider leaving teaching?
(Please check all that apply.)
Difficulty with students, parents, and/or administration
0 = Not leave, difficulty with people
1 = Leave, difficulty with people

Applies to: Respondents who are currently teaching or those respondents who have taught in the past and plan to return to teaching.
CATI code: B3CURTCH equal 1 or (B3TCHFTR equal 1 and B3TCHPST equal 1)
Source:B&B:93/2003 interview

B3LEAVH

Leave: lack of autonomy
[if iTCHFTR equal 0 then]
Why have you decided to leave teaching?
[else if T_TENSE equal "past" then]
Why did you decide to leave teaching?
[else]
Are there any reasons you would consider leaving teaching?
(Please check all that apply.)
Lack of autonomy
0 = Not leave, lack of autonomy
1 = Leave, lack of autonomy

Applies to: Respondents who are currently teaching or those respondents who have taught in the past and plan to return to teaching.
CATI code: B3CURTCH equal 1 or (B3TCHFTR equal 1 and B3TCHPST equal 1)
Source:B&B:93/2003 interview

B3LEAVI

Leave: accountability test scores
    [if iTCHFTR equal 0 then]
    Why have you decided to leave teaching?
    [else if T_TENSE equal "past" then]
    Why did you decide to leave teaching?
    [else]
    Are there any reasons you would consider leaving teaching?
    (Please check all that apply.)
    Accountability for students^ test scores
    0 = Not leave, accountability for test score
    1 = Leave, accountability for test score

Applies to: Respondents who are currently teaching or those respondents who have taught in the past and plan to return to teaching.
CATI code: B3CURTCH equal 1 or (B3TCHFTR equal 1 and B3TCHPST equal 1)
Source:B&B:93/2003 interview

B3LEAVJ

Leave: other
    [if iTCHFTR equal 0 then]
    Why have you decided to leave teaching?
    [else if T_TENSE equal "past" then]
    Why did you decide to leave teaching?
    [else]
    Are there any reasons you would consider leaving teaching?
    (Please check all that apply.)
    Other
    0 = Not leave, other
    1 = Leave, other

Applies to: Respondents who are currently teaching or those respondents who have taught in the past and plan to return to teaching.
CATI code: B3CURTCH equal 1 or (B3TCHFTR equal 1 and B3TCHPST equal 1)
Source:B&B:93/2003 interview

B3LEAVW

Leave: none of the above
    [if iTCHFTR equal 0 then]
    Why have you decided to leave teaching?
    [else if T_TENSE equal "past" then]
    Why did you decide to leave teaching?
    [else]
    Are there any reasons you would consider leaving teaching?
    (Please check all that apply.)
    None of the above
    0 = Not leave, none of the above
    1 = Leave, none of the above

Applies to: Respondents who are currently teaching or those respondents who have taught in the past and plan to return to teaching.
CATI code: B3CURTCH equal 1 or (B3TCHFTR equal 1 and B3TCHPST equal 1)

Source:B&B:93/2003 interview

B3ZIP

Zip code of current residence
    What is the zip code for your current legal residence?

Applies to: All respondents, excluding those who live out of the country.
CATI code: B3ZIPOUT equal 0.
Source:B&B:93/2003 interview

B3ZIPOUT

Living outside of US
    What is the zip code for your current legal residence?
    Not applicable: Living outside the United States
    0 = Not living outside of US
    1 = Living outside of US

Applies to: Respondents who live out of the country.
CATI code: B3ZIP greater than 0.
Source:B&B:93/2003 interview

B3ZCITY

City for zip code
    What is the zip code for your current legal residence?

Applies to: All respondents, excluding those who live out of the country.
CATI code: B3ZIPOUT equal 0.
Source:B&B:93/2003 interview

B3STATE

State of current residence
    What is your state of legal residence?

Applies to: All respondents.
Source:B&B:93/2003 interview

B3MAR

Marital status
    Are you currently...
    1 = Single, never married
    2 = Married
    3 = Cohabiting/living with a partner
    4 = Separated
    5 = Divorced
    6 = Widowed

Applies to: All respondents.
Source:B&B:93/2003 interview

B3MARYY

Year changed marital status
    [if mar.mar equal 3 then]
    In what year did you and your partner begin living together?
    [else]
    In what year were you [married/separated/divorced/widowed]?
    YEAR:

Applies to: Respondents who are married, cohabiting/living with a partner, separated, divorced, or widowed.
CATI code: B3MAR equal 2-6.
Source:B&B:93/2003 interview

B3HHAG1

Number in household ages 0-4
    How many people in the following age categories [live in your household/lived in your household in February, 2003]?
    Please do not include [yourself/or your spouse/partner.]
    0-4 years old:

Applies to: All respondents.
Source:B&B:93/2003 interview

B3HHAG2

Number in household age 5-17
    How many people in the following age categories [live in your household/lived in your household in February, 2003]?
    Please do not include [yourself/or your spouse/partner.]
    5-17 years old:

Applies to: All respondents.
Source:B&B:93/2003 interview

B3HHAG3

Number in household age 18+
    How many people in the following age categories [live in your household/lived in your household in February, 2003]?
    Please do not include [yourself/or your spouse/partner.]
    18 years or older:

Applies to: All respondents.
Source:B&B:93/2003 interview

B3DPAG1

Number supported financially ages 0-4
[If Jan/Feb 2003 then]
How many of those people living in your household do you [and your spouse/partner]support financially?
[else]
In February 2003, how many of those people living in your household were you [and your spouse/partner] supporting financially?
0-4 years old:
-5 = Not applicable

Applies to: All respondents.
Source:B&B:93/2003 interview

B3DPAG2

Number supported financially ages 5-17
[If Jan/Feb 2003 then]
How many of those people living in your household do you [and your spouse/partner]support financially?
[else]
In February 2003, how many of those people living in your household were you [and your spouse/partner] supporting financially?
5-17 years old:
-5 = Not applicable

Applies to: All respondents.
Source:B&B:93/2003 interview

B3DPAG3

Number supported financially ages 18+
[If Jan/Feb 2003 then]
How many of those people living in your household do you [and your spouse/partner]support financially?
[else]
In February 2003, how many of those people living in your household were you [and your spouse/partner] supporting financially?
18 years or older:
-5 = Not applicable

Applies to: All respondents.
Source:B&B:93/2003 interview

B3D2AG1

Dependents outside household 0-4
In the following age categories, how many people that you [and your spouse/partner]
[If Jan/Feb 2003 then] support financially live outside your household?
[else]
supported financially were living outside your household in February 2003?
(Choose None if you are not supporting anyone who lives outside your household.)
0-4 years old:

Applies to: All respondents.
Source:B&B:93/2003 interview

B3D2AG2

Dependents outside household 5-17
In the following age categories, how many people that you [and your spouse/partner]
[If Jan/Feb 2003 then] support financially live outside your household?
[else]
supported financially were living outside your household in February 2003?
(Choose None if you are not supporting anyone who lives outside your household.)
5-17 years old:

Applies to: All respondents.
Source:B&B:93/2003 interview

B3D2AG3

Dependents outside household 18+
In the following age categories, how many people that you [and your spouse/partner]
[If Jan/Feb 2003 then] support financially live outside your household?
[else]
supported financially were living outside your household in February 2003?
(Choose None if you are not supporting anyone who lives outside your household.)
18 years or older:

Applies to: All respondents.
Source:B&B:93/2003 interview

B3CHCNUM

Number of dependents age 0-4 in daycare
How many of your dependent children under age 5 are in day care or preschool?
Number of dependent children

Applies to: All respondents.
Imputation note: if ((B3DPAG1 equal 0 and B3D2AG1 equal 0) or T_CH04 equal 0) then B3CHCNUM equal 0.
Source:B&B:93/2003 interview

B3CHCAR1

Daycare status for dependents age 0-4
   How many of your dependent children under age 5 are in day care or preschool?
   Are they enrolled full-time or part-time?
   Daycare enrollment status
   1 = Full-time
   2 = Part-time
   3 = Both
   -5 = Not applicable

Applies to: All respondents.
Imputation note: if ((B3DPAG1 equal 0 and B3D2AG1 equal 0) or T_CH04 equal 0) then B3CHCAR1 equal 0.
Source:B&B:93/2003 interview

B3CHCAMT

Amount spent monthly for childcare
   About how much do you spend each month for childcare?

Applies to: All respondents.
Imputation note: If (B3CHCNUM equal 0 and B3CHCAR1 then B3CHCAMT equal 0.
Source:B&B:93/2003 interview

B3PRIVT

Child attend private school
   [Does your child/Do any of your children]attend a private elementary or secondary school?
   0 = Child does not attend private school
   1 = Child attends private school

Applies to: Respondents with children between the ages of 5 and 17.
CATI code: B3DPAG2 greater than 0 or B3D2AG2 greater than 0.
Source:B&B:93/2003 interview

B3CH1CAR

Enrolled in before/after-school care
   Do any of your dependent children, age 5-17, attend before-school or after-school care?
   0 = Not applicable
   1 = Yes, before-school care
   2 = Yes, after-school care
   3 = Yes, both before and after-school care
   4 = Does not attend before/after school care

Applies to: Respondents with children between the ages of 5 and 17.
CATI code: B3DPAG2 greater than 0 or B3D2AG2 greater than 0.
Source:B&B:93/2003 interview

B3SPSED

Spouse's highest education
   What is the highest level of education your spouse/partner has completed?
   1 = Did not complete high school
   2 = High school diploma or equivalent
   3 = Vocational/Technical training
   4 = Less than 2 years of college
   5 = Two or more years of college/associate's degree
   6 = Bachelor's degree
   7 = Master's degree
   8 = MD, LLB, JD, other prof degree
   9 = PhD or equivalent

Applies to: Respondents who are married or cohabiting/living with a partner.
CATI code: B3MAR equal 2,3.

B3SPENRL

Spouse enrolled postsecondary 2001-2002
   What was your spouse/partner's enrollment status for the 2002 - 2003 school year?
   0 = Not enrolled
   1 = Enrolled full-time
   3 = Enrolled part-time
   4 = Enrolled both full-and part-time

Applies to: Respondents who are married or cohabiting/living with a partner.
CATI code: B3MAR equal 2,3.
Source:B&B:93/2003 interview

B3SPSEMP

Spouse employed February 2002
   Was your spouse/partner employed in February 2003?
   1 = Yes, employed full-time
   2 = Yes, employed part-time
   3 = Not employed

Applies to: Respondents who are married or cohabiting/living with a partner.
CATI code: B3MAR equal 2,3.
Source:B&B:93/2003 interview

B3COMSRV

Community service or volunteer past year
   In the past year, have you participated in any community service or volunteer work? Please exclude any court-ordered service you may have done.
   0 = No, community service in past year
   1 = Yes, community service in past year

Applies to: All respondents.
Source:B&B:93/2003 interview

B3VLFRQ

Volunteer: frequency
> How frequently did you volunteer last year?
> 1 = Daily
> 2 = Weekly
> 3 = Monthly
> 4 = Less often
> 5 = One time only

Applies to: Respondents who have volunteered in the past year.
CATI code: B3COMSRV equal 1.
Source:B&B:93/2003 interview

B3VLHRS

Hours per month volunteered
> [On average, about/About]how many hours [each day/each week/ each month] did you volunteer last year?

Applies to: Respondents who have volunteered in the past year.
CATI code: B3COMSRV equal 1.
Source:B&B:93/2003 interview

B3VLAMT

Annual volunteer hours
> if B3VLFRQ = 1 (daily)   B3VLAMT = B3VLHRS * 260
> (working days, doesn't include weekends)
> if B3VLFRQ = 2 (weekly)   B3VLAMT = B3VLHRS * 52
> if B3VLFRQ = 3 (monthly)   B3VLAMT = B3VLHRS * 12
> if B3VLFRQ = 4 (less often)   B3VLAMT = B3VLHRS * 4
> if B3VLFRQ = 5 (one time only) B3VLAMT = B3VLHRS

Applies to: All respondents.
Imputation note: If B3COMSRV equal 0 then B3VLAMT equal 0.
Source:B&B:93/2003 interview

B3VLTPA

Volunteer: education-related
> What type of community service or volunteer work did you do? Do not include donations (blood, food, clothing, money, etc.)
> (Please check all that apply.)
> Education-related activities (tutoring, mentoring, teaching)
> 0 = No, education-related community service
> 1 = Yes, education-related community service

Applies to: Respondents who have volunteered in the past year.
CATI code: B3COMSRV equal 1.
Source:B&B:93/2003 interview

B3VLTPB

Volunteer: other work with kids
> What type of community service or volunteer work did you do? Do not include donations (blood, food, clothing, money, etc.)
> (Please check all that apply.)
> Other work with children (coaching, sports, Big Brother/Sister
> 0 = No, community service work with kids
> 1 = Yes, community service work with kids

Applies to: Respondents who have volunteered in the past year.
CATI code: B3COMSRV equal 1.
Source:B&B:93/2003 interview

B3VLTPC

Volunteer: fundraising
> What type of community service or volunteer work did you do? Do not include donations (blood, food, clothing, money, etc.)
> (Please check all that apply.)
> Fundraising
> 0 = No, community service fundraising
> 1 = Yes, community service fundraising

Applies to: Respondents who have volunteered in the past year.
CATI code: B3COMSRV equal 1.
Source:B&B:93/2003 interview

B3VLTPD

Volunteer: help for homeless/community
> What type of community service or volunteer work did you do? Do not include donations (blood, food, clothing, money, etc.)
> (Please check all that apply.)
> Homeless shelter, soup kitchen, neighborhood improvement, clean-up
> 0 = No, community service help for homeless
> 1 = Yes, community service help for homeless

Applies to: Respondents who have volunteered in the past year.
CATI code: B3COMSRV equal 1.
Source:B&B:93/2003 interview

B3VLTPE

Volunteer: service to the church
> What type of community service or volunteer work did you do? Do not include donations (blood, food, clothing, money, etc.)
> (Please check all that apply.)
> Service to the church
> 0 = No, community service help to church
> 1 = Yes, community service help to church

Applies to: Respondents who have volunteered in the past year.
CATI code: B3COMSRV equal 1.
Source:B&B:93/2003 interview

B3VLTPF

Volunteer: other
    What type of community service or volunteer work did you do? Do not include donations
    (blood, food, clothing, money, etc.)
    (Please check all that apply.)
    Other
    0 = No, community service help other
    1 = Yes, community service help other

Applies to: Respondents who have volunteered in the past year.
CATI code: B3COMSRV equal 1.
Source:B&B:93/2003 interview

B3CITZN

Citizenship status
    What is your citizenship status?
    1 = US citizen or US national
    2 = Resident alien - permanent resident or other eligible non-citizen temporary resident's
    card
    3 = Student visa - in the country on an F1 or F2 visa or on a J1 or J2 exchange visitor visa

Applies to: All respondents.
Imputation note: If Y_CITZN equal 1 then B3CITZN equal Y_CITZN.
Source:B&B:93/2003 interview

B3VTREG

Registered to vote
    Are you registered to vote in US elections?
    0 = Not registered to vote
    1 = Registered to vote

Applies to: All respondents.
Imputation note: If B3CITZN equal 2,3 then B3VTREG equal 0.
Source:B&B:93/2003 interview

B3VTNEL

Voted in the November 2002 National Election
    Did you vote in the November 2002 election?
    0 = Did not vote in Nov 02 national election
    1 = Voted in Nov 02 national election

Applies to: All respondents.
Imputation note: If B3CITZN equal 2,3 then B3VTNEL equal 0. If B3VTREG equal 0 then
B3VTNEL equal 0.
Source:B&B:93/2003 interview

B3POLIT

Political activities past two years
    In the last 2 years, did you attend any political meetings, rallies, dinners, or similar types of
    events?
    Attend any political meetings, rallies, or dinners, or participate in other political activities?
    0 = No, political activities past two years
    1 = Yes, political activities past two years

Applies to: All respondents.
Source:B&B:93/2003 interview

B3LETTR

Write a letter
    In the last two years, have you done any of the following to express your opinion to a public
    official?
    (Please check all that apply.)
    Write a letter
    0 = Did not write letter to express opinion
    1 = Wrote letter to express opinion

Applies to: All respondents.
Source:B&B:93/2003 interview

B3EMAIL

Send an e-mail
    In the last two years, have you done any of the following to express your opinion to a public
    official?
    (Please check all that apply.)
    Send an e-mail
    0 = Did not send e-mail to express opinion
    1 = Sent e-mail to express opinion

Applies to: All respondents.
Source:B&B:93/2003 interview

B3TELPN

Make a telephone call
    In the last two years, have you done any of the following to express your opinion to a public
    official?
    (Please check all that apply.)
    Make a telephone call
    0 = Did not make call to express opinion
    1 = Made call to express opinion

Applies to: All respondents.
Source:B&B:93/2003 interview

B3POLTW

No political contacts made
In the last two years, have you done any of the following to express your opinion to a public official?
(Please check all that apply.)
None of the above
0 = No, none above to express opinion
1 = Yes, none above to express opinion

Applies to: All respondents.
Source:B&B:93/2003 interview

B3DISSEN

Have a long lasting disability
Do you have a long-lasting physical or mental condition that substantially limits one or more of your major life activities?
0 = Does not have long lasting disability
1 = Has a long lasting disability

Applies to: All respondents.
Source:B&B:93/2003 interview

B3DSOTA

Impairment: hearing
What type of condition do you have?
Hearing impairment (i.e., deaf or hard of hearing)
0 = Does not have hearing impairment
1 = Has hearing impairment

Applies to: Respondents who indicated they have a long-lasting physical or mental condition that substantially limits one or more of their major life activities.
CATI code: B3DISSEN equal 1.
Source:B&B:93/2003 interview

B3DSOTB

Impairment: visual
What type of condition do you have?
Visual impairment (legally blind or vision impairment that cannot be corrected with eyeglasses
0 = Does not have visual impairment
1 = Has visual impairment

Applies to: Respondents who indicated they have a long-lasting physical or mental condition that substantially limits one or more of their major life activities.
CATI code: B3DISSEN equal 1.
Source:B&B:93/2003 interview

B3DSOTC

Impairment: speech
What type of condition do you have?
Speech or language impairment
0 = Does not have speech impairment
1 = Has speech impairment

Applies to: Respondents who indicated they have a long-lasting physical or mental condition that substantially limits one or more of their major life activities.
CATI code: B3DISSEN equal 1.
Source:B&B:93/2003 interview

B3DSOTD

Impairment: mobility
What type of condition do you have?
Orthopedic or mobility impairment
0 = Does not have mobility impairment
1 = Has mobility impairment

Applies to: Respondents who indicated they have a long-lasting physical or mental condition that substantially limits one or more of their major life activities.
CATI code: B3DISSEN equal 1.
Source:B&B:93/2003 interview

B3DSOTE

Impairment: learning disability
What type of condition do you have?
Specific learning or developmental disability (e.g. dyslexia, ADD)
0 = Does not have learning impairment
1 = Has learning impairment

Applies to: Respondents who indicated they have a long-lasting physical or mental condition that substantially limits one or more of their major life activities.
CATI code: B3DISSEN equal 1.
Source:B&B:93/2003 interview

B3DSOTF

Impairment: mental
What type of condition do you have?
Mental illness or serious emotional disturbance (for which professional help is sought)
0 = Does not have mental impairment
1 = Has mental impairment

Applies to: Respondents who indicated they have a long-lasting physical or mental condition that substantially limits one or more of their major life activities.
CATI code: B3DISSEN equal 1.
Source:B&B:93/2003 interview

B3DSOTG

Impairment: other
　　What type of condition do you have?
　　Other health impairment or problem
　　0 = Does not have other impairment
　　1 = Has other impairment

Applies to: Respondents who indicated they have a long-lasting physical or mental condition
that substantially limits one or more of their major life activities.
CATI code: B3DISSEN equal 1.
Source:B&B:93/2003 interview

B3CONDIS

Consider to have a disability
　　Do you consider yourself to have a disability?
　　0 = Does not consider disability
　　1 = Considers disability

Applies to: Respondents who indicated they have a long-lasting physical or mental condition
that substantially limits one or more of their major life activities.
CATI code: B3DISSEN equal 1.
Source:B&B:93/2003 interview

B3INC02

Income from work in 2002
   How much did you earn from work in 2002?

Applies to: Respondents who have worked since 1997.
CATI code: B3CURTTL not equal 0.
Imputation note: if B3INEST equal 1 then B3INC02 equal 10000
if B3INEST equal 2 then B3INC02 equal 25000
if B3INEST equal 3 then B3INC02 equal 35000
if B3INEST equal 4 then B3INC02 equal 45000
if B3INEST equal 5 then B3INC02 equal 55000
if B3INEST equal 6 then B3INC02 equal 65000
if B3INEST equal 7 then B3INC02 equal 75000
if B3INEST equal 8 then B3INC02 equal 85000
if B3INEST equal 9 then B3INC02 equal 95000
if B3INEST equal 10 then B3INC02 equal 125000
if B3INEST equal 11 then B3INC02 equal 150000.
Source:B&B:93/2003 interview

B3INEST

Estimate income range
   From the list provided, please select the range that best estimates the amount you earned
   from work in 2002.
    1 = Less than $20,000
    2 = $20,000-$29,999
    3 = $30,000-$39,999
    4 = $40,000-$49,999
    5 = $50,000-$59,999
    6 = $60,000-$69,999
    7 = $70,000-$79,999
    8 = $80,000-$89,999
    9 = $90,000-$99,999
   10 = $100,000-$149,999
   11 = Above $150,000
   -1 = Don't know

Applies to: Respondents who have worked since 1997.
CATI code: B3CURTTL not equal 0.
Imputation note: if B3INC02 greater than equal 0 and B3INC02 lt 20000 then B3INEST equal 1
if B3INC02 greater than equal 20000 and B3INC02 less than 29999 then B3INEST equal 2
if B3INC02 greater than equal 30000 and B3INC02 less than 39999 then B3INEST equal 3
if B3INC02 greater than equal 40000 and B3INC02 less than 49999 then B3INEST equal 4
if B3INC02 greater than equal 50000 and B3INC02 less than 59999 then B3INEST equal 5
if B3INC02 greater than equal 60000 and B3INC02 less than 69999 then B3INEST equal 6
if B3INC02 greater than equal 70000 and B3INC02 less than 79999 then B3INEST equal 7
if B3INC02 greater than equal 80000 and B3INC02 less than 89999 then B3INEST equal 8
if B3INC02 greater than equal 90000 and B3INC02 less than 99999 then B3INEST equal 9
if B3INC02 greater than equal 100000 and B3INC02 less than 149999 then B3INEST equal 10
if B3INC02 greater than equal 150000 then B3INEST equal 11.
Source:B&B:93/2003 interview

B3INS02

Spouse/partner income from work in 2002
   How much would you estimate your spouse/partner earned from work in 2002?

Applies to: Respondents who are married or cohabiting.
CATI code: B3MAR equal 2,3.
Imputation note: if B3INSPES equal 1 then B3INS02 equal 10000
if B3INSPES equal 2 then B3INS02 equal 25000
if B3INSPES equal 3 then B3INS02 equal 35000
if B3INSPES equal 4 then B3INS02 equal 45000
if B3INSPES equal 5 then B3INS02 equal 55000
if B3INSPES equal 6 then B3INS02 equal 65000
if B3INSPES equal 7 then B3INS02 equal 75000
if B3INSPES equal 8 then B3INS02 equal 85000
if B3INSPES equal 9 then B3INS02 equal 95000
if B3INSPES equal 10 then B3INS02 equal 125000
if B3INSPES equal 11 then B3INS02 equal 150000
Source:B&B:93/2003 interview

B3INSPES

Estimate spouse's income range
   From the list provided, please select the range that best estimates the amount your
   spouse/partner earned from work in 2002.
    1 = Less than $20,000
    2 = $20,000-$29,999
    3 = $30,000-$39,999
    4 = $40,000-$49,999
    5 = $50,000-$59,999
    6 = $60,000-$69,999
    7 = $70,000-$79,999
    8 = $80,000-$89,999
    9 = $90,000-$99,999
   10 = $100,000-$149,999
   11 = Above $150,000

Applies to: Respondents who are married or cohabiting.
CATI code: B3MAR equal 2,3.
Imputation note: if B3INS02 greater than equal 0 and B3INS02 lt 20000 then B3INSPES equal 1
if B3INS02 greater than equal 20000 and B3INS02 less than 29999 then B3INSPES equal 2
if B3INS02 greater than equal 30000 and B3INS02 less than 39999 then B3INSPES equal 3
if B3INS02 greater than equal 40000 and B3INS02 less than 49999 then B3INSPES equal 4
if B3INS02 greater than equal 50000 and B3INS02 less than 59999 then B3INSPES equal 5
if B3INS02 greater than equal 60000 and B3INS02 less than 69999 then B3INSPES equal 6
if B3INS02 greater than equal 70000 and B3INS02 less than 79999 then B3INSPES equal 7
if B3INS02 greater than equal 80000 and B3INS02 less than 89999 then B3INSPES equal 8
if B3INS02 greater than equal 90000 and B3INS02 less than 99999 then B3INSPES equal 9
if B3INS02 greater than equal 100000 and B3INS02 less than 149999 then B3INSPES equal 10
if B3INS02 greater than equal 150000 then B3INSPES equal 11.
Source:B&B:93/2003 interview

B3OINC02

Total household income from all sources
   [If we got valid income amounts for R and spouse/partner] Including the $[fill R's income [+
   spouse/partner's income], that you [and your spouse/partner] earned from work, what was
   your total income earned from all sources, prior to taxes and deductions, for 2002?
   [else] [If respondent did not provide a dollar value for income or estimates are provided]
   What was the total income that you [and your spouse/partner] earned from all sources, prior
   to taxes and deductions, for 2002?
   Please include income from investments, alimony, etc., but exclude any student financial
   aid, scholarships, or grants you may have received for the year.
   NOTE: PLEASE ROUND TO THE NEAREST THOUSAND IF THERE ARE NO
   ADDITIONAL SOURCES OF INCOME, PLEASE REPORT THE TOTAL INCOME
   DISPLAYED ABOVE.

Applies to: All respondents.
Imputation note: if B3OINEST equal 1 then B3OINC02 equal 10000
if B3OINEST equal 2 then B3OINC02 equal 25000
if B3OINEST equal 3 then B3OINC02 equal 35000
if B3OINEST equal 4 then B3OINC02 equal 45000
if B3OINEST equal 5 then B3OINC02 equal 55000
if B3OINEST equal 6 then B3OINC02 equal 65000
if B3OINEST equal 7 then B3OINC02 equal 75000
if B3OINEST equal 8 then B3OINC02 equal 85000
if B3OINEST equal 9 then B3OINC02 equal 95000
if B3OINEST equal 10 then B3OINC02 equal 125000
if B3OINEST equal 11 then B3OINC02 equal 150000.
Source:B&B:93/2003 interview

B3OINEST

Estimate total household income range
   From the list provided, please select the range that best estimates the amount [you/you and
   your spouse/partner] earned from all sources, prior to taxes and deductions in 2002. Please
   include income from investments, alimony, etc., but exclude any student financial aid,
   scholarships, or grants you may have received for the year.
    1 = Less than $20,000
    2 = $20,000-$29,999
    3 = $30,000-$39,999
    4 = $40,000-$49,999
    5 = $50,000-$59,999
    6 = $60,000-$69,999
    7 = $70,000-$79,999
    8 = $80,000-$89,999
    9 = $90,000-$99,999
   10 = $100,000-$149,999
   11 = Above $150,000
   -1 = Don't know

Applies to: All respondents.
Imputation note: if B3OINC02 greater than equal 0 and B3OINC02 lt 20000 then B3OINEST
equal 1
if B3OINC02 greater than equal 20000 and B3OINC02 less than 29999 then B3OINEST equal 2
if B3OINC02 greater than equal 30000 and B3OINC02 less than 39999 then B3OINEST equal 3
if B3OINC02 greater than equal 40000 and B3OINC02 less than 49999 then B3OINEST equal 4
if B3OINC02 greater than equal 50000 and B3OINC02 less than 59999 then B3OINEST equal 5
if B3OINC02 greater than equal 60000 and B3OINC02 less than 69999 then B3OINEST equal 6
if B3OINC02 greater than equal 70000 and B3OINC02 less than 79999 then B3OINEST equal 7
if B3OINC02 greater than equal 80000 and B3OINC02 less than 89999 then B3OINEST equal 8
if B3OINC02 greater than equal 90000 and B3OINC02 less than 99999 then B3OINEST equal 9
if B3OINC02 greater than equal 100000 and B3OINC02 less than 149999 then
B3OINEST equal 10
if B3OINC02 greater than equal 150000 then B3OINEST equal 11.
Source:B&B:93/2003 interview

B3UGLN

Undergraduate loans: total amount
   Other than any money you may have borrowed from family or friends, how much did you
   borrow in education loans for your undergraduate education?
   [else]
   This item is critical to understanding the long-term consequences of education financing
   decisions made by bachelor's degree recipients in the ten years following graduation.
   Please consider answering this important question as best you can.
   -1 = Don't know

Applies to: All respondents.
Imputation note: if Y_UGLN greater than 0 B3UGLN equal Y_UGLN.
Source:B&B:93/2003 interview

B3UGOWE

Undergraduate loans: amount owed
How much do you still owe on the loans for your undergraduate education?
[else]
How much of that [amount] do you still owe?
-1 = Don't know
-5 = All of the loan amount

Applies to: Respondents who have undergraduate loans.
CATI code: B3UGLN greater than 0 or B3UGOWE greater than 0.
Imputation note: if B3UGLN equal 0 then B3UGOWE equal 0. If B3UGOWE equal -5 then B3UGOWE equal B3UGLN.
Source:B&B:93/2003 interview

B3GRLN

Post baccalaureate loans: total amount
Other than any money you may have borrowed from family or friends, how much have you borrowed in education loans since completing your bachelor's degree in 1992-93?
-1 = Don't know

Applies to: CATI code: B3GRAD equal 1 or B3UG equal 1 or B3PROCRT equal 1.
Source:B&B:93/2003 interview

B3GROWE

Post baccalaureate loans: amount owed
How much of that [loan amount/amount] do you still owe?
-1 = Don't know
-5 = All of the loan amount
Applies to: CATI code: B3GRAD equal 1 or B3UG equal 1 or B3PROCRT equal 1.
Imputation note: if B3GRLN equal 0 then B3GROWE equal 0. if B3GROWE equal -5 then B3GROWE equal B3GRLN.
Source:B&B:93/2003 interview

B3RPYST

Currently repaying any education loans
Are you currently repaying your education loans?
1 = Repaying education loans
2 = No, in deferment or grace period

Applies to: Respondents who still owe money for undergraduate or graduate education.
CATI code: B3UGOWE greater than 0 or B3GROWE greater than 0.
Source:B&B:93/2003 interview

B3RPYTYP

Type of repayment plan
What type of repayment plan are you on?
1 = Standard repayment in which you make regular principal and interest payments throughout the life of the loan.
2 = Graduated repayment in which your payments are lower in the beginning and increase by set amounts at certain intervals.
3 = Income-sensitive repayment in which your payments are based on a percentage of your income.
4 = Extended repayment in which you make regular payments, but they are] lower because the repayment term has been extended up to 25 years.

Applies to: Respondents who indicated they are currently repaying student loans.
CATI code: B3RPYST equal 1.
Source:B&B:93/2003 interview

B3RPYAMT

Monthly payment on education loans
How much do you pay each month on your education loans?
-1 = Don't know

Applies to: All respondents.
Imputation note: if B3GROWE in (0,-3) and B3UGOWE equal 0 then B3RPYAMT equal 0. if B3RPYST equal 2 then do B3RPYAMT equal 0.
Source:B&B:93/2003 interview

B3RPYBY

Year began repaying loans
In what year did you first begin repaying the education loans that you are currently repaying?
If you had any periods of deferment, please report the date which you began repayment prior to deferment.
Year:

Applies to: Respondents who indicated they are currently repaying student loans.
CATI code: B3RPYST equal 1.
Source:B&B:93/2003 interview

B3RPYOY

Year repaid loans
In what year did you finish paying off your education loans?
Year:

Applies to: Respondents who have paid off their education loans.
CATI code: B3UGOWE equal 0 and B3GROWE equal 0 and (B3GRLN greater than 0 or B3UGLN greater than 0).
Source:B&B:93/2003 interview

B3SEDLN

Spouse loans: total amount
> Other than any money your spouse/partner may have borrowed from family or friends, how much did he/she borrow to pay for his/her education?

Applies to: Respondents who are married or living in a marriage-like relationship and whose spouse has at least vocational or technical training.
CATI code: B3MAR equal 2,3 and B3SPSED greater than 2.
Source:B&B:93/2003 interview

B3SREPAY

Spouse finished repaying student loans
> Has your spouse/partner finished paying off his/her education loans?
> 0 = Spouse not done repaying student loan
> 1 = Spouse done repaying student loan

Applies to: Respondents whose spouse owes money on education loans.
CATI code: B3SEDLN greater than 0 or B3SEDLN equal -9.
Source:B&B:93/2003 interview

B3SEDOWE

Spouse loans: amount owed
> How much of that [amount borrowed/amount] does your spouse/partner still owe?
> -5 = All of the loan amount

Applies to: Respondents whose spouse has not finished repaying education loans.
CATI code: B3SREPAY equal 0.
Imputation note: if B3SEDLN equal 0 then B3SEDOWE equal 0. if B3SEDOWE equal -5 then B3SEDOWE equal B3SEDLN.
Source:B&B:93/2003 interview

B3SRPST

Spouse currently repaying student loans
> Is your spouse currently repaying his/her education loans?
> 1 = Yes
> 2 = No - loans are in deferment or a grace period

Applies to: Respondents whose spouse has not finished repaying education loans.
CATI code: B3SREPAY equal 0 and B3SEDOWE not equal 0.
Source:B&B:93/2003 interview

B3SRPTP

Spouse's type of repayment plan
> What type of repayment plan is your spouse on?
> 1 = Standard repayment in which your spouse/partner make regular principal and interest payments throughout the life of the loan.
> 2 = Graduated repayment in which your spouse/partner's payments are lower in the beginning and increase by set amounts at certain intervals.
> 3 = Income-sensitive repayment in which your spouse/partner's payments are based on a percentage of your income.
> 4 = Extended repayment in which your spouse/partner makes regular payments, but they are lower because the repayment term has been extended up to 25 years.

Applies to: Respondents whose spouse is currently repaying education loans.
CATI code: B3SRPST equal 1.
Source:B&B:93/2003 interview

B3SRPAMT

Spouse's monthly student loan payment
> How much does your spouse/partner pay each month for his/her education loans?

Applies to: Respondents whose spouse is currently repaying education loans, or respondents whose spouse has finished repaying education loans, ore respondents who spouse had no education loans.
CATI code: B3SRPST equal 1 or B3SEDLN equal 0 or B3SRPST equal 2.
Imputation note: If B3SEDLN equal 0 then B3SRPAMT equal 0. If B3SRPST equal 2 then B3SRPAMT equal 0.
Source:B&B:93/2003 interview

B3SRPOY

Year that spouse began repaying loans
> In what year did your spouse/partner begin repaying the education loans that he/she is currently repaying?
> Year:

Applies to: Respondents whose spouse is currently repaying education loans.
CATI code: B3SRPST equal 1.
Source:B&B:93/2003 interview

B3SREPOY

Year that spouse repaid loans
> In what year did your spouse/partner finish paying off his/her education loans?
> Year:

Applies to: Respondents whose spouse has finished repaying education loans.
CATI code: B3SREPAY equal 1.
Source:B&B:93/2003 interview

B3LIFLNG

Claim Lifetime Learning Tax in 2002
　　[IF after April 15 then]
　　If you have already filed your taxes for 2002, did you claim the tax credit to help offset the
　　cost of your tuition and fees as you continued your education?
　　[else]
　　Do you plan to claim the federal Lifetime Learning tax credit when you file your 2002 taxes?
　　0 = Did not claim Lifetime Learning Tax 2002
　　1 = Claimed Lifetime Learning Tax 2002
　　2 = Never heard of it

Applies to: All respondents.
Imputation note: If B3GRAD not equal 1 and B3UG not equal 1 and B3PROCRT not equal 1 and
B3WRKCLS not equal 1 and B3ENRICH not equal 1 then B3LIFLNG equal 0.
Source:B&B:93/2003 interview

B3DEDUCT

Student Loan Interest Deduction in 2002
　　[IF after April 15 then]
　　If you have already filed your taxes for 2002, did you take the student loan interest
　　deduction?
　　[else]
　　Do you plan to take the student loan interest deduction when you file your 2002 taxes?
　　0 = No student loan interest deduction 02
　　1 = Yes, student loan interest deduction 02
　　2 = Never heard of it

Applies to: All respondents.
Imputation note: If B3RPYST not equal 1 and B3RPYOY not in (2002,2003) and B3SRPST not
equal 1 and B3SREPOY not in (2002,2003) then B3DEDUCT equal 0.
Source:B&B:93/2003 interview

B3FRGVLN

Participate in loan forgiveness program
　　Are you participating in any type of loan forgiveness program? (By that we mean a program
　　in which a portion of your education loan is repaid on your behalf in return for a commitment
　　to teach, practice law or medicine, or to perform volunteer work or military service.)
　　0 = Not involved in loan forgiveness program
　　1 = Involved in loan forgiveness program

Applies to: Respondents who are currently repaying education loans, their spouse is currently
repaying education loans, they finished paying off their education loans in 2002 or 2003, or their
spouse finished paying off their education loans in 2002 or 2003.
CATI code: B3RPYST equal 1 or B3RPYOY equal 2002,2003 or B3SRPST equal 1 or
B3SREPOY equal 2002,2003.
Source:B&B:93/2003 interview

B3FGVTYP

Type of loan forgiveness program
　　In what type of loan forgiveness program are you participating?
　　1 = Teaching
　　2 = Volunteer service (Peace Corps, AmericCorps, Vista)
　　3 = Law
　　4 = Medicine
　　5 = Military
　　6 = Research (NIH)
　　7 = Social work
　　8 = Other

Applies to: Respondents who have participated in a loan forgiveness program.
CATI code: B3FRGVLN equal 1.
Source:B&B:93/2003 interview

B3DETJOB

Graduate debt affected job choice
　　Would you say that the debt you have accumulated for your graduate studies has affected
　　the decisions you have made regarding your choice of job position, career specialization, or
　　where you live?
　　Choice of job
　　0 = Graduate debt did not affect job choice
　　1 = Graduate debt affected job choice

Applies to: Respondents who have loans for additional education beyond the bachelor's degree.
CATI code: B3GRLN greater than 0.
Source:B&B:93/2003 interview

B3EDSAV

Saving for child's education
　　Earlier, you indicated that you are supporting children under age 18.
　　Are you currently saving for [that child's/their] college education?
　　0 = Not saving for child's education
　　1 = Saving for child's education

Applies to: Respondents who have a dependent child or respondents who have no dependent
children.
CATI code: (B3DPAG1greater than equal 1 or B3D2AG1greater than equal 1 or
B3DPAG2greater than equal 1 or B3D2AG2greater than equal 1) or (B3DPAG1 equal 0 or
B3D2AG1 equal 0 or B3DPAG2 equal 0 or B3D2AG2 equal 0).
Imputation note: if (B3DPAG1 + B3D2AG1 + B3DPAG2 + B3D2AG2 equal 0 then B3EDSAV
equal 0.
Source:B&B:93/2003 interview

B3EDSVA

Savings method - savings account
What method are you using to save for [that child's/their] college education?
(Please check all that apply.)
Traditional savings account
0 = No savings method, savings account
1 = Yes, savings method, savings account

Applies to: Respondents who are saving for their child or children's college education.
CATI code: B3EDSAV equal 1.
Source:B&B:93/2003 interview

B3EDSVB

Savings method - money market account
What method are you using to save for [that child's/their] college education?
(Please check all that apply.)
Money market account
0 = No savings method, money market account
1 = Yes savings method, money market account

Applies to: Respondents who are saving for their child or children's college education.
CATI code: B3EDSAV equal 1.
Source:B&B:93/2003 interview

B3EDSVC

Savings method - CD
What method are you using to save for [that child's/their] college education?
(Please check all that apply.)
Certificate of deposit
0 = No savings method, CD
1 = Yes savings method, CD

Applies to: Respondents who are saving for their child or children's college education.
CATI code: B3EDSAV equal 1.
Source:B&B:93/2003 interview

B3ESSVD

Method of saving - state sponsored
What method are you using to save for [that child's/their] college education?
(Please check all that apply.)
State-sponsored savings plan
0 = No savings method, state sponsored
1 = Yes savings method, state sponsored

Applies to: Respondents who are saving for their child or children's college education.
CATI code: B3EDSAV equal 1.
Source:B&B:93/2003 interview

B3EDSVE

Savings method - Roth IRA
What method are you using to save for [that child's/their] college education?
(Please check all that apply.)
Roth IRA
0 = No savings method, Roth IRA
1 = Yes savings method, Roth IRA

Applies to: Respondents who are saving for their child or children's college education.
CATI code: B3EDSAV equal 1.
Source:B&B:93/2003 interview

B3EDSVF

Savings method - tuition prepayment
What method are you using to save for [that child's/their] college education?
(Please check all that apply.)
Tuition prepayment plan
0 = No savings method, tuition prepayment
1 = Yes savings method, tuition prepayment

Applies to: Respondents who are saving for their child or children's college education.
CATI code: B3EDSAV equal 1.
Source:B&B:93/2003 interview

B3EDSVX

Savings method - other
What method are you using to save for [that child's/their] college education?
(Please check all that apply.)
Other, specify
0 = No savings method, other
1 = Yes savings method, other

Applies to: Respondents who are saving for their child or children's college education.
CATI code: B3EDSAV equal 1.
Source:B&B:93/2003 interview

B3HOMOWN

Own or rent home
Do you own or rent your primary residence?
1 = own
2 = rent
3 = neither

Applies to: All respondents.
Source:B&B:93/2003 interview

B3MTGAMT

Monthly rent or mortgage payment
　　How much is your monthly mortgage or rent payment?
　　-1 = Don't know

Applies to: All respondents.
Imputation note: If B3HOMOWN equal 3 then B3MTGAMT equal 0.
Source:B&B:93/2003 interview

B3CAR

Vehicle loan payments
　　Do you [or your spouse/partner]make loan or lease payments for a car, truck, motorcycle, or other vehicle?
　　0 = No vehicle loan payments
　　1 = Yes vehicle loan payments

Applies to: All respondents.
Source:B&B:93/2003 interview

B3CARPMT

Car or vehicle payment, amount monthly
　　How much do you [or your spouse/partner]pay for your auto loan or lease each month? (If you have more than one car payment, please report the total amount paid for all car loans/leases.)

Applies to: All respondents.
Imputation note: If B3CAR equal 0 then B3CARPMT equal 0.
Source:B&B:93/2003 interview

B3DOTLOA

Have other loans
　　Are you [or your spouse/partner] repaying any other loans? Please do not include education loans, auto loans or mortgages.
　　0 = No other loans
　　1 = Yes other loans

Applies to: All respondents.
Source:B&B:93/2003 interview

B3PAYOFF

Credit card balance paid, carried or no cards
　　Do you usually pay off your credit card balances each month, or carry balances over from month to month?
　　1 = Pay off balances
　　2 = Carry balances
　　3 = No credit cards

Applies to: All respondents.
Source:B&B:93/2003 interview

B3DCREDT

Currently have credit card balance
　　Do you [or your spouse/partner] have a balance on your credit cards now?
　　0 = No credit card balance
　　1 = Yes credit card balance

Applies to: All respondents.
Imputation note: if B3PAYOFF in (1 3) then B3DCREDT equal 0.
Source:B&B:93/2003 interview

B3SAVEA

Savings: own savings account
　　Which of the following assets do you [or your spouse/partner] currently own?
　　(Please check all that apply.)
　　Savings account
　　0 = Do not own savings account
　　1 = Own savings account

Applies to: All respondents.
Source:B&B:93/2003 interview

B3SAVEB

Savings: own money market
　　Which of the following assets do you [or your spouse/partner] currently own?
　　(Please check all that apply.)
　　Money market account
　　0 = Do not own money market
　　1 = Own money market

Applies to: All respondents.
Source:B&B:93/2003 interview

B3SAVEC

Savings: own certificate of deposit
　　Which of the following assets do you [or your spouse/partner] currently own?
　　(Please check all that apply.)
　　Certificate of deposit
　　0 = Do not own certificate of deposit
　　1 = Own certificate of deposit

Applies to: All respondents.
Source:B&B:93/2003 interview

B3SAVED

Savings: own stocks/bonds/mutual funds
    Which of the following assets do you [or your spouse/partner] currently own?
    (Please check all that apply.)
    Stocks/bonds/mutual funds
    0 = Do not own stocks/bonds/mutual funds
    1 = Own stocks/bonds/mutual funds

Applies to: All respondents.
Source:B&B:93/2003 interview

B3SAVEE

Savings: own retirement account
    Which of the following assets do you [or your spouse/partner] currently own?
    (Please check all that apply.)
    Retirement account (IRA/401k/403b, etc)
    0 = Do not own retirement account
    1 = Own retirement account

Applies to: All respondents.
Source:B&B:93/2003 interview

B3SAVEF

Savings: own cash value life insurance
    Which of the following assets do you [or your spouse/partner] currently own?
    (Please check all that apply.)
    Cash value life insurance
    0 = Do not own cash value life insurance
    1 = Own cash value life insurance

Applies to: All respondents.
Source:B&B:93/2003 interview

B3SAVEX

Savings: own other
    Which of the following assets do you [or your spouse/partner] currently own?
    (Please check all that apply.)
    Other
    0 = Do not own other
    1 = Own other

Applies to: All respondents.
Source:B&B:93/2003 interview

B3SAVEW

Savings: own none
    Which of the following assets do you [or your spouse/partner] currently own?
    (Please check all that apply.)
    None
    0 = No, own none of the above
    1 = Yes, own none of the above

Applies to: All respondents.
Source:B&B:93/2003 interview

B3OSAVA

Savings: contributed to savings account
    Of the assets you own, which of the following have you [or your spouse/partner] contributed
    to in the last 12 months?
    (Please check all that apply.)
    Savings account
    0 = Not contributed to savings account
    1 = Contributed to savings account

Applies to: Respondents who own a savings account.
CATI code: B3SAVEA equal 1.
Source:B&B:93/2003 interview

B3OSAVB

Savings: contributed to money market
    Of the assets you own, which of the following have you [or your spouse/partner] contributed
    to in the last 12 months?
    (Please check all that apply.)
    Money market account
    0 = Not contributed to money market
    1 = Contributed to money market

Applies to: Respondents who own a money market account.
CATI code: B3SAVEB equal 1.
Source:B&B:93/2003 interview

B3OSAVC

Savings: contributed to certificate of deposit
    Of the assets you own, which of the following have you [or your spouse/partner] contributed
    to in the last 12 months?
    (Please check all that apply.)
    Certificate of deposit
    0 = Not contributed to CD
    1 = Contributed to CD

Applies to: Respondents who own a certificate of deposit.
CATI code: B3SAVEC equal 1.
Source:B&B:93/2003 interview

B3OSAVD

Savings: contributed to stocks/bonds/mutual funds
   Of the assets you own, which of the following have you [or your spouse/partner] contributed
   to in the last 12 months?
   (Please check all that apply.)
   Stocks/bonds/mutual funds
   0 = Not contributed to stocks/bonds
   1 = Contributed to stocks/bonds

Applies to: Respondents who own stocks/bonds/mutual funds.
CATI code: B3SAVED equal 1.
Source:B&B:93/2003 interview

B3OSAVE

Savings: contributed to retirement account
   Of the assets you own, which of the following have you [or your spouse/partner] contributed
   to in the last 12 months?
   (Please check all that apply.)
   Retirement account (IRA/401k/403b, etc)
   0 = Not contributed to retirement account
   1 = Contributed to retirement account

Applies to: Respondents who own retirement funds.
CATI code: B3SAVEE equal 1.
Source:B&B:93/2003 interview

B3OSAVF

Savings: contributed to cash value life insurance
   Of the assets you own, which of the following have you [or your spouse/partner] contributed
   to in the last 12 months?
   (Please check all that apply.)
   Cash value life insurance
   0 = Not contributed to value life insurance
   1 = Contributed to value life insurance

Applies to: Respondents who own cash value life insurance.
CATI code: B3SAVEF equal 1.
Source:B&B:93/2003 interview

B3OSAVX

Savings: contributed to other
   Of the assets you own, which of the following have you [or your spouse/partner] contributed
   to in the last 12 months?
   (Please check all that apply.)
   Other
   0 = Not contributed to other (2)
   1 = Contributed to other (2)

Applies to: Respondents who own another type of savings method.
CATI code: B3SAVEX equal 1.
Source:B&B:93/2003 interview

B3OSAVW

Savings: contributed to none
   Of the assets you own, which of the following have you [or your spouse/partner] contributed
   to in the last 12 months?
   (Please check all that apply.)
   None
   0 = Not contributed to none (2)
   1 = Contributed to none (2)

Applies to: All respondents.
Imputation note: if B3SAVEW equal 1 then B3OSAVW equal 1.
Source:B&B:93/2003 interview

B3AINVST

Own investment real estate or business
   Do you [or your spouse/partner] own any businesses or investment real estate?
   0 = Do not own investment real estate
   1 = Own investment real estate

Applies to: All respondents.
Source:B&B:93/2003 interview

B3ACOLL

Own collectibles
   Do you [or your spouse/partner] own any collectibles for investment purposes, such as fine
   art, coin or stamp collections, antique furniture, or jewelry?
   0 = Do not own collectibles
   1 = Own collectibles

Applies to: All respondents.
Source:B&B:93/2003 interview

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Appendix D
Facsimiles of B&B:93/03
Interview and Previous Interviews

B&B:93/03 Reinterview

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RPRGCRT

Grad/undergrad required for certification
[Is your/Was your/Were any of your/Are or were any of your]
[graduate/professional/undergraduate/or both] program[s] required for you to qualify
for or maintain an occupational license or professional certification?
0 = No
1 = Yes

Applies to: Respondents who have enrolled in a graduate or professional degree program
or an undergraduate degree program.
CATI code: B3GRAD equal 1 or B3UG equal 1.
Source:B&B:93/2003 interview

RPROCRT

Took classes for professional certification
[if iPRGCRT equal 1 then]
Since February 1997, have you enrolled in any other programs or taken any other
classes necessary to qualify for or maintain that license or certificate?
[else]
Since February 1997, have you enrolled in [any/any other]programs or taken [any/any
other] classes necessary to qualify for or maintain an occupational license or
specialized professional certification, or pursued a license or certification without
taking classes?
0 = No
1 = Yes, have enrolled in or taken classes for a license or certificate
2 = Yes, have pursued a license or certificate without taking classes

Applies to: All respondents.
Source:B&B:93/2003 interview

RUGPRA

Undergraduate preparation: work and career
For which of the following aspects of your life now would you say your undergraduate
education was very important preparation?
(Please check all that apply.)
Work and career
0 = Not very important, work and career
1 = Very important, work and career

Applies to: All respondents.
Source:B&B:93/2003 interview

RUGPRB

Undergraduate preparation: further education
For which of the following aspects of your life now would you say your undergraduate
education was very important preparation?
(Please check all that apply.)
Further education
0 = Not very important, further education
1 = Very important, further education

Applies to: All respondents.
Source:B&B:93/2003 interview

RUGPRC

Undergraduate preparation: financial security
For which of the following aspects of your life now would you say your undergraduate
education was very important preparation?
(Please check all that apply.)
Establishing your financial security
0 = Not very important, financial security
1 = Very important, financial security

Applies to: All respondents.
Source:B&B:93/2003 interview

RUGPRD

Undergraduate preparation: none of the above
For which of the following aspects of your life now would you say your undergraduate
education was very important preparation?
(Please check all that apply.)
None of the above
0 = Not very important, none of above
1 = Very important, none of above

Applies to: All respondents.
Source:B&B:93/2003 interview

RUGVLA

Undergraduate value: particular major(s) chosen
  Which of the following aspects of your undergraduate education would you consider to
  be very important to your life now?
  (Please check all that apply.)
  Particular major(s) chosen
  0 = Not very important, major chosen
  1 = Very important, major chosen

Applies to: All respondents.
Source:B&B:93/2003 interview

B3UGVLB

Undergraduate value: liberal arts courses taken
  Which of the following aspects of your undergraduate education would you consider to
  be very important to your life now?
  (Please check all that apply.)
  Liberal arts courses taken
  0 = Not very important, liberal arts course
  1 = Very important, liberal arts course

Applies to: All respondents.
Source:B&B:93/2003 interview

RUGVLC

Undergraduate value: professional courses taken
  Which of the following aspects of your undergraduate education would you consider to
  be very important to your life now?
  (Please check all that apply.)
  Professional courses taken
  0 = Not very important, professional course
  1 = Very important, professional course

Applies to: All respondents.
Source:B&B:93/2003 interview

RUGVLD

Undergraduate value: quality of instruction
  Which of the following aspects of your undergraduate education would you consider to
  be very important to your life now?
  (Please check all that apply.)
  Quality of instruction received
  0 = Not very important, quality of instruct
  1 = Very important, quality of instruction

Applies to: All respondents.
Source:B&B:93/2003 interview

RUGVLE

Undergraduate value: internship and other work
  Which of the following aspects of your undergraduate education would you consider to
  be very important to your life now?
  (Please check all that apply.)
  Internship and other work opportunities
  0 = Not very important, internship
  1 = Very important, internship

Applies to: All respondents.
Source:B&B:93/2003 interview

RUGVLF

Undergraduate value: none of the above
  Which of the following aspects of your undergraduate education would you consider to
  be very important to your life now?
  (Please check all that apply.)
  None of the above
  0 = Not very important, none of above
  1 = Very important, none of above

Applies to: All respondents.
Source:B&B:93/2003 interview

RFEBEMP

Working in February 2003
  Were you working in February of this year?
  0 = Was not working in February 2003
  1 = Working in February 2003
  2 = No, waiting to report to work temporarily laid off
  3 = No, I was a homemaker
  4 = No, I was disabled

Applies to: All respondents.
Imputation note: If month equal 2 then B3FEBEMP equal B3CUREMP.
Source:B&B:93/2003 interview

RJOBSTR

Current job: year started title
CURRENT/MOST RECENT JOB: [job title]
What year did you start working as a/an[job title]?
If you have worked as a/an[job title] for more than one employer, please provide the year you first started working as a/an[job title] for any employer.
[else]
In what year did you start working in your current job?
If you have worked in your current occupation for more than one employer, please provide the year you first started working in this occupation for any employer.

Year (range 1975-2003 in reverse order)
Year:

Applies to: Respondents who have worked since 1997, excluding teachers.
CATI code: B3CURTTL not equal 0 and B3CURTCH not equal 1.
Source:B&B:93/2003 interview

RIMPUG

Importance of undergraduate education
CURRENT/MOST RECENT JOB: [job title]
Which of the following factors [are/were] very important to you in your [current/most recent] job?
(Please check all that apply.)
Your undergraduate education
0 = Not very important in job, undergrad edu
1 = Very important in job, undergrad edu

Applies to: Respondents who have worked since 1997.
CATI code: B3CURTTL not equal 0.
Source:B&B:93/2003 interview

RIMPGR

Importance of graduate education
CURRENT/MOST RECENT JOB: [job title]
Which of the following factors [are/were] very important to you in your [current/most recent] job?
(Please check all that apply.)
Your graduate education
0 = Not very important in job, grad edu
1 = Very important in job, grad edu

Applies to: Respondents who have worked since 1997.
CATI code: B3CURTTL not equal 0.
Source:B&B:93/2003 interview

RIMPED

Importance of any other education
CURRENT/MOST RECENT JOB: [job title]
Which of the following factors [are/were] very important to you in your [current/most recent] job?
(Please check all that apply.)
Any other education you've received
0 = Not very important in job, other edu
1 = Very important in job, other edu

Applies to: Respondents who have worked since 1997.
CATI code: B3CURTTL not equal 0.
Source:B&B:93/2003 interview

RIMPOJT

Importance of formal on the job training
CURRENT/MOST RECENT JOB: [job title]
Which of the following factors [are/were] very important to you in your [current/most recent] job?
(Please check all that apply.)
Formal on-the-job training
0 = Not very important in job, job training
1 = Very important in job, job training

Applies to: Respondents who have worked since 1997.
CATI code: B3CURTTL not equal 0.
Source:B&B:93/2003 interview

RIMPXO

Importance of experience from other jobs
CURRENT/MOST RECENT JOB: [job title]
Which of the following factors [are/were] very important to you in your [current/most recent] job?
(Please check all that apply.)
Experience from other jobs
0 = Not very important in job, other jobs
1 = Very important in job, other jobs

Applies to: Respondents who have worked since 1997.
CATI code: B3CURTTL not equal 0.
Source:B&B:93/2003 interview

RIMPNA

Importance of job: none of above
    CURRENT/MOST RECENT JOB: [job title]
    Which of the following factors [are/were] very important to you in your [current/most recent] job?
    (Please check all that apply.)
    None of the above
    0 = Not very important in job, none of above
    1 = Very important in job, none of above

Applies to: Respondents who have worked since 1997 and did not indicate that any of the factors listed were very important in their job.
CATI code: B3CURTTL not equal 0 and B3IMPXO equal 0 and B3IMPOJT equal 0 and B3IMPED equal 0 and B3IMPGR equal 0.
Source:B&B:93/2003 interview

RCARMLT

More than one career in last ten years
    Would you say you've had more than one career in the last ten years?
    0 = Not more than one career in ten years
    1 = More than one career in ten years

Applies to: Respondents who consider their current job to be part of a career they are pursuing in their occupation/industry, excluding respondents who have been working in their career for 10 or more years.
CATI code: B3CURTTL not equal 0 and BCUREMP equal 1 and B3CARDUR less than 10.
Source:B&B:93/2003 interview

REXPWRK

Expect same type of work in three years
    CURRENT/MOST RECENT JOB: [job title]
    Do you expect to be doing the same type of work three years from now?
    0 = Do not expect same work in three years
    1 = Expect same work in three years

Applies to: Respondents who are currently employed.
CATI code: B3CUREMP equal 1.
Source:B&B:93/2003 interview

RLVCHLD

Taken any leave for children
    Since 1997, have you taken either paid or unpaid leave for any of the following reasons: the birth or adoption of a child, to raise your children, or the medical care of your children?
    0 = Did not take leave for children
    1 = Took leave for children
    2 = Not applicable - no children

Applies to: Respondents who have worked since 1997.

CATI code: B3CURTTL not equal 0 and B3NUMOUT not equal 8.
Source:B&B:93/2003 interview

RSAVEA

Savings: own savings account
    Which of the following assets do you [or your spouse/partner] currently own?
    (Please check all that apply.)
    Savings account
    0 = Do not own savings account
    1 = Own savings account

Applies to: All respondents.
Source:B&B:93/2003 interview

RSAVEB

Savings: own money market
    Which of the following assets do you [or your spouse/partner] currently own?
    (Please check all that apply.)
    Money market account
    0 = Do not own money market
    1 = Own money market

Applies to: All respondents.
Source:B&B:93/2003 interview

RSAVEC

Savings: own certificate of deposit
    Which of the following assets do you [or your spouse/partner] currently own?
    (Please check all that apply.)
    Certificate of deposit
    0 = Do not own certificate of deposit
    1 = Own certificate of deposit

Applies to: All respondents.
Source:B&B:93/2003 interview

RSAVED

Savings: own stocks/bonds/mutual funds
    Which of the following assets do you [or your spouse/partner] currently own?
    (Please check all that apply.)
    Stocks/bonds/mutual funds
    0 = Do not own stocks/bonds/mutual funds
    1 = Own stocks/bonds/mutual funds

Applies to: All respondents.
Source:B&B:93/2003 interview

RSAVEE

Savings: own retirement account
    Which of the following assets do you [or your spouse/partner] currently own?
    (Please check all that apply.)
    Retirement account (IRA/401k/403b, etc)
    0 = Do not own retirement account
    1 = Own retirement account

Applies to: All respondents.
Source:B&B:93/2003 interview

RSAVEF

Savings: own cash value life insurance
    Which of the following assets do you [or your spouse/partner] currently own?
    (Please check all that apply.)
    Cash value life insurance
    0 = Do not own cash value life insurance
    1 = Own cash value life insurance

Applies to: All respondents.
Source:B&B:93/2003 interview

RSAVEX

Savings: own other
    Which of the following assets do you [or your spouse/partner] currently own?
    (Please check all that apply.)
    Other
    0 = Do not own other
    1 = Own other

Applies to: All respondents.
Source:B&B:93/2003 interview

RSAVEW

Savings: own none
    Which of the following assets do you [or your spouse/partner] currently own?
    (Please check all that apply.)
    None
    0 = No, own none of the above
    1 = Yes, own none of the above

Applies to: All respondents.
Source:B&B:93/2003 interview

RACOLL

Own collectibles
    Do you [or your spouse/partner] own any collectibles for investment purposes, such
    as fine art, coin or stamp collections, antique furniture, or jewelry?
    0 = Do not own collectibles
    1 = Own collectibles

Applies to: All respondents.
Source:B&B:93/2003 interview

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Appendix E
Self-administered, Telephone, and Field Interviewer Training Materials

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Training Manual Table of Contents

Table of Contents (continued)

List of Exhibits

List of Appendices

B&B Full Scale Help Desk Training Agenda

Day 1 – Monday, January 27, 2003

6:00p-6:20p	Welcome and Introduction (20 min)
	-Introduction of HD and Project Staff
	-Overview of the Study, PATRIOT's Act
	-Overview of the Training Session
6:20p-6:35p	Confidentiality (15 min)
	-Sign/notarize confidentiality agreements
6:35p-6:45p	Your Role as a Help Desk Operator (10 min)
6:45p-6:55p	Telephone Routing System (10 min)
6:55p-7:05p	Overview of Log in and Interview Screens (10 min)
7:05p-8:05p	Help Desk FAQs (60 min)
	-Basic FAQs
	-Security Issues, Computer Capability Requirements,
	Display Settings, Browser Settings
8:05p-8:20p	Break (15 min)
8:20-9:20p	Intro to Help Desk Application (60 min)
9:20p-9:50p	Help Desk Application Round Robin (30 min)
9:50p-10:00p	Wrap Up/Questions (10 min)

Day 2- Tuesday, January 28, 2003

6:00p-6:15p	Help Desk FAQ Review (Oral Quiz) (15 min)
6:15p-6:45p	Help Desk Application Round Robin – Continued (30 min)
6:45p-7:15p	Demonstration Mock (30 min)
	-Audio-taped with dataview projection of screens
7:15p-7:30p	Small group discussion of survey/FAQs (15 min)
7:30p-8:00p	Q x Q Review (30 min)
	-Review sections and important questions
8:00p-8:15p	Break (15 min)
8:15p-9:45p	Q x Q Review – continued (90 min)
9:45p-9:55p	Round Robin Mock Interview # 1 (10 min)
9:55p-10:00p	Wrap Up/Questions (5 min)

Day 3 – Wednesday, January 29, 2003

6:00p-6:15p	FAQ Review (Oral Quiz) (15min)
6:15p-6:55p	Round Robin Mock #1 (40 min)
6:55p-7:55p	Open-Ended Coding Practice (60 min)
7:55p-8:10p	Break
8:10p-9:10p	Refusal Avoidance/Conversion (60 min)
9:10p-9:30p	Help Desk Application Round Robin Review (20 min)
9:30p-9:55p	Front End Practice (25 min)
9:55p-10:00p	Wrap Up/Questions (5 min)

Day 4 – Thursday, January 30, 2003

6:00p-6:10pm	FAQ Review (Oral Quiz) (10min)
6:10p-6:30p	Front-End Practice (20 min)
6:30p-7:20p	Round Robin Mock #2 (50 min)
7:20p-8:00p	Written Exercises & Discussion (40 min)
8:00p-8:15p	Break (15 min)
8:15p-8:45p	Help Desk Application Review (30 min)
8:45p-9:45p	Certification Interviews (60 min)
9:45p-10:00p	FAQ Certification (15 min)

Additional Training (happens on their first shift after training):

Individual Mock Interview (30 min)

B&B Full Scale Telephone Interviewer Training Agenda (Raleigh)

Day 1 – Wednesday, February 19, 2003

6:00p –6:30p   Welcome and Introduction (30 min)
                              -Introduction of Project Staff, Review manual (Lisa)
                              -Background and purpose of study, Sample (Jennifer)

6:30p –6:45p   Confidentiality (15 min) (Lisa/Janet)
                              -Sign/notarize confidentiality agreements

6:45p –7:15p   Demonstration Mock (30 min) (Jayme)
                              -Audio-taped with dataview projection of screens

7:15p –7:30p   Small group discussion of survey/FAQs (15 min) (Lisa/Jeff)

7:30p-8:00p   Q x Q Review (30 min) (Jennifer)
                              -Review sections and important questions

8:00p-8:15p   Break (15 min)

8:15p-9:45p   Q x Q Review – Continued (90 min) (Jennifer)
                              -Review sections and important questions

9:45p-:955p   Round Robin Mock #1 (10 min) (Stephanie)

9:55p-10:00p   Wrap Up/Questions (5 min) (Lisa)

Day 2 – Thursday, February 20, 2003

6:00p-6:15p   FAQ Review (Oral Quiz) (15 min) (Lisa)

6:15p-6:55p   Round Robin Mock #1 (40 min) (Stephanie)

6:55p-7:55p   Open-Ended Coding Practice – continued (60 min) (Talbric)
                              -trainer lecture, practice

7:55p-8:10p   Break (15 min)

8:10p-9:10p   Refusals (60 min) (Lisa)
                              -trainer lecture, paired practice in groups/listening to tapes

9:10p-9:55p   Front-End Practice (45 min) (Jeff)
                              -locating/multi-roster front-end practice

9:55p-10:00p   Wrap Up/Questions (5 min) (Lisa)

Day 3 – Monday, February 24, 2003

6:00p-6:15p   FAQ Review (Oral Quiz) (15 min) (Jeff)

6:15p-7:15p   Round Robin Mock #2 (60 min) (ESD/Jeff)

7:15p-8:00p   Written Exercises (45 min) (ESD/Jeff)
                              -FAQs, Open-Ended Coding

8:00p-8:15p   Break (15 min)

8:15p-9:15p   Certification Interviews (60 min) (All)

9:15p-9:45p   FAQ Certification (30 min) (All)
                              -Oral quiz of most commonly asked questions

9:45p-10:00p   Wrap Up/ Questions (Jeff)

B&B: 93/2003 Full Scale
Telephone Interviewer Training Agenda
February 24-26, 2003

Monday, February 24th, 2003……………………….............5:00p-9:00p

> **Full Scale Telephone Interviewer Training**   5:00p-7:00p
> - Welcome, Introductions and Overview   (Lisa Carley-Baxter)
>
> - Confidentiality   (Lisa Carley-Baxter)
>
> - Demonstration Mock Interview   (Matt Beukema and Amy Ledwell)
>
> - Small group discussion of survey/FAQs
>   (Matt Beukema and Lisa Carley-Baxter)
>
> - Q x Q Review   (Stephanie Carwile)
>
> **Break**   7:00p-7:15p
>
> **Full Scale Telephone Interviewer Training (cont'd)**   7:15p-9:00p
> - Q x Q Review (cont'd)   (Stephanie Carwile)
>
> - Round Robin Mock #1   (Matt Beukema)
>
> - Wrap-up/Questions   (Lisa Carley-Baxter)

Tuesday, February 25, 2003   5:00p-9:00p

Full Scale Telephone Interviewer Training   5:00p-6:55p
- FAQ Review (oral quiz)   (Matt Beukema)

- Round Robin Mock #1   (Matt Beukema)

- Open-Ended Coding Practice   (Lisa Carley-Baxter)

Break   6:55p-7:10p

Full Scale Telephone Interviewer Training (cont'd)	7:10p-9:00p
• Refusals	(Lisa Carley-Baxter)
• Front-End Practice	(Lisa Carley-Baxter)
• Wrap-up/Questions	(Lisa Carley-Baxter)

Wednesday, February 26, 2003   5:00p-9:00p

Full Scale Telephone Interviewer Training	5:00p-7:00p
• FAQ Review (oral quiz)	(Matt Beukema)
• Round Robin Mock Interview #2	(Matt Beukema)
• Written Exercises	(Lisa Carley-Baxter)
Break	7:00p-7:15p
Full Scale Telephone Interviewer Training (cont'd)	7:15p-9:00p
• Certification Interviews	(All)
• FAQ Certification	(All)

Appendix F
Listing of Analysis Variables
Derived for B&B:93/03

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VAR_NAME	VAR_LABEL
B3AGE	Age in 2003
B3AGEDOC	Age at doctoral degree receipt
B3AGEMA	Age at master's degree receipt
B3AGEPRO	Age at first-professional degree receipt
B3APNOA	Reason did not apply for teaching: want higher salary
B3APNOB	Reason did not apply for teaching: already in teaching job
B3APNOD	Reason did not apply for teaching: better job offer
B3APNOE	Reason did not apply for teaching: didn't pass tests/not certified
B3APNOH	Reason did not apply for teaching: not interested
B3APNOI	Reason did not apply for teaching: poor conditions
B3APNOX	Reason did not apply for teaching: other
B3ATTAA	Post-BA enrollment: associate's degree by 2003
B3ATTBA	Post-BA enrollment: bachelor's degree by 2003
B3ATTCT	Post-BA enrollment: technical diploma/certificate by 2003
B3ATTDOC	Post-BA enrollment: doctoral degree by 2003
B3ATTEN	Graduate attainment as of 2003 and current enrollment
B3ATTMA	Post-BA enrollment: master's degree by 2003
B3ATTPRO	Post-BA enrollment: first-professional degree by 2003
B3CHDEP	Number of dependent children in household under 18 in 2003
B3CHGMAR	Change in marriage since 1993
B3CHOTCH	Indicator of whether would choose teaching again
B3CHRTOT	Total hours worked per week 2003
B3CLEAV	Length of leave for child care since 1997
B3CMPAA	Post-BA completion: associate's degree by 2003
B3CMPBA	Post-BA completion: bachelor's degree by 2003
B3CMPCT	Post-BA completion: technical diploma/certificate by 2003
B3CMPDOC	Post-BA completion: doctoral degree by 2003
B3CMPMA	Post-BA completion: master's degree by 2003
B3CMPPRO	Post-BA completion: first-professional degree by 2003
B3CMPUG	Post-BA completion: associate's, bachelor's, or certificate by 2003
B3CRSAL	Current/most recent salary 2003
B3CRTA	Certified to teach art/drama/music by 2003
B3CRTB	Certified to teach business by 2003
B3CRTD	Certified to teach elementary/early childhood by 2003
B3CRTE	Certified to teach language arts by 2003
B3CRTF	Certified to teach ESL/bilingual by 2003
B3CRTG	Certified to teach foreign languages by 2003
B3CRTH	Certified to teach health/physical ed by 2003
B3CRTI	Certified to teach mathematics by 2003
B3CRTJ	Certified to teach science by 2003
B3CRTL	Certified to teach special education by 2003
B3CRTM	Certified to teach social studies/sciences, history by 2003
B3CRTN	Certified to teach vocational/occupational by 2003
B3CRTX	Certified to teach other by 2003
B3CURENR	Enrolled in a degree program 2003
B3D2NUM	Number of dependents outside the household in 2003
B3D3AG1	Number of dependents ages 0-4 in 2003
B3D3AG2	Number of dependents ages 5-17 in 2003

VAR_NAME	VAR_LABEL
B3D3AG3	Number of dependents ages 18+ in 2003
B3D3NUM	Total number of dependents in 2003
B3DKGRLN	Post-BA loans: total amount 2003 (with don't know)
B3DKGROW	Post-BA loans: amount owed 2003 (with don't know)
B3DKMTGA	Monthly rent or mortgage payment 2003 (with don't know)
B3DKRPYA	Monthly education loan payment 2003 (with don't know)
B3DKUGLN	Undergraduate loans: total amount 2003 (with don't know)
B3DKUGOW	Undergraduate loans: amount owed 2003 (with don't know)
B3EMBNFT	Ever received assistance from employer for graduate education
B3EMPEN	Employment status and degree enrollment 2003
B3ENRCT	Enrolled for professional certification by 2003
B3ENRLIC	Enrolled for occupational license by 2003
B3ENRPG	Ever enrolled in a degree program after BA
B3EVRSTD	Completed student teaching by 2003
B3EXP03M	Expectations in 2003 and highest degree as of 2003
B3EXP94M	Expectations in 1994 and highest degree as of 2003
B3EXP97M	Expectations in 1997 and highest degree as of 2003
B3EXPTCH	Expect to be teaching in the long term
B3FEBUN	Unemployed and looking for work, February 2003
B3FIELD	Main field taught in most recent job
B3FRL1	Free/reduced-price lunch recipients, most recent school taught (2003)
B3FRL2	Free/reduced-price lunch recipients, first school taught (2003)
B3GRABL	Graduate aid since 1997: Other bank loans
B3GRAETR	Graduate aid since 1997: Employer tuition reimbursement
B3GRAF	Graduate aid since 1997: Fellowships
B3GRAGS	Graduate aid since 1997: Grants/scholarships
B3GRANT	Ever received grants/scholarships/fellowship for graduate education
B3GRAOA	Graduate aid since 1997: Other assistantship
B3GRARA	Graduate aid since 1997: Research assistantship
B3GRASL	Graduate aid since 1997: Student loans
B3GRATA	Graduate aid since 1997: Teaching assistantship
B3GRATW	Graduate aid since 1997: Tuition waiver
B3GRLOAN	Ever received loans for graduate education
B3GSACA	Satisfied with course availability since 1997
B3GSACO	Satisfied with courses offered since 1997
B3GSACP	Satisfied with career preparation since 1997
B3GSAFT	Satisfied with faculty/teaching since 1997
B3GSANO	Satisfied with none of the above since 1997
B3HDG03	Highest degree attained by 2003
B3HDGMAJ	Highest graduate completion: major field of study
B3HDGPG	Highest degree program enrolled in after BA by 2003
B3HDGPRG	Highest graduate completion: degree program type
B3HDGSEC	Highest graduate completion: institution type
B3HENINS	Highest graduate enrollment: institution type
B3HENMAJ	Highest graduate enrollment: major field of study
B3HENPRG	Highest graduate enrollment: degree program type
B3HHLN	Total household amount borrowed 2003
B3HHOWE	Total household amount still owed 2003
B3HHRPY	Monthly education loan payment for household 2003

VAR_NAME	VAR_LABEL
B3HHTOT	Total number of people in the household in 2003
B3HICERT	Highest level of certification
B3HOWENT	First activity to enter pipeline
B3IN1TYP	Institution type: 1st graduate program since 1997
B3IN2TYP	Institution type: 2nd graduate program since 1997
B3IN3TYP	Institution type: 3rd graduate program since 1997
B3IN4TYP	Institution type: 4th graduate program since 1997
B3INTHDC	Highest graduate completion: enrollment intensity
B3LEV1	Level of most recent school taught (2003)
B3LEV2	Level of first school taught (2003)
B3LFP03	Labor force participation 2003
B3LOC1	Locale of most recent school taught (2003)
B3LOC2	Locale of first school taught (2003)
B3MIN1	Percent minority enrollment, most recent school taught (2003)
B3MIN2	Percent minority enrollment, first school taught (2003)
B3MOINC	Monthly student income in 2002
B3MRSECT	Sector of most recent school taught
B3MRSFLE	Percent free/reduced-price lunch recipients, most recent school taught
B3MRSLEV	Level of most recent school taught
B3MRSLOC	Locale of most recent school taught
B3MRSMPC	Percent minority enrollment, most recent job
B3NCFIR	Completion of graduate study as of 2003
B3NCHDG	Highest graduate enrollment: completion rate
B3NONED	Monthly non-educational debt payment 2003
B3NOPCT	Monthly non-educ debt payment as % of income 2003
B3NUMCH	Number of dependent children under 18 in 2003
B3OCCAT	Occupational category 2003 (collapsed)
B3PGTYP	Highest graduate program completed since 1997
B3PIPLIN	Teacher pipeline status 2003
B3PLEAV	Length of paid leave for child care since 1997
B3PRPTCH	Certified/prepared to teach
B3RECPG	Type of most recent graduate degree attained
B3REGION	Region of current residence 2003
B3RESAST	Ever had a research assistantship for graduate education
B3SAVES	Number of savings strategies used in 2003
B3SECT03	Sector of school(s) taught collected in 2003 interview
B3SINGLE	Single-parent status 2003
B3SIZECL	Number of students taught in most recent job, 2003
B3SLDEBT	Student loan debt burden 2003
B3SLOWE	Total student loan amount still owed 2003
B3SPSTRT	Date of first teaching job, all teachers
B3STBA	Residence in same state as BA institution 2003
B3STHM	Residence in same state as home state 2003
B3TCHAPP	Number of teaching applications submitted as of 2003
B3TCHST	Teaching status as of 2003 interview
B3TEAAST	Ever had a teaching assistantship for graduate education
B3TJBACP	Accepted teaching job offer by 2003
B3TJBOFF	Number of teaching job offers received as of 2003
B3TOTFLD	Number of subjects taught current/most recent job 2003

VAR_NAME	VAR_LABEL
B3TOTLN	Total student loan amount borrowed 2003
B3TSALR	Academic year base salary, most recent teaching job
B3TUIRED	Ever received a tuition waiver/reduction for graduate education
B3UDG	Earned any additional undergraduate degree since 1993
B3UGWRN	Undergraduate education not worth cost/time/effort
B3UNEM	Currently unemployed and looking for work 2003
B3UTIMT	Unemployed number of months since 1997
B3WHNENT	Interview year entered pipeline
B3WROTE	Wrote to public official 2003
IMCRSAL	Imputation flag - B3CRSAL
IMCURENR	Imputation flag - B3CURENR
IMENRPG	Imputation flag - B3ENRPG
IMEVRSTD	Imputation flag - B3EVRSTD
IMHDG03	Imputation flag - B3HDG03
IMHICERT	Imputation flag - B3HICERT
IMLFP03	Imputation flag - B3LFP03
IMMRSECT	Imputation flag - B3MRSECT
IMMRSFLE	Imputation flag - B3MRSFLE
IMMRSLEV	Imputation flag - B3MRSLEV
IMMRSLOC	Imputation flag - B3MRSLOC
IMMRSMPC	Imputation flag - B3MRSMPC
IMNUMCH	Imputation flag - B3NUMCH
IMOCCAT	Imputation flag - B3OCCAT
IMPIPLIN	Imputation flag - B3PIPLIN
IMPRPTCH	Imputation flag - B3PRPTCH
IMSPSTRT	Imputation flag - B3SPSTRT
IMTCHST	Imputation flag - B3TCHST
IMTSALR	Imputation flag - B3TSALR
IMWROTE	Imputation flag - B3WROTE
ZRID	Respondent B&B caseid

Appendix G
Design Effect Tables

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Design effects for:

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Table G.1.   Design effects for all respondents—B&B:93/03

	Percent estimate	Design SE	SRS SE	N	DEFT	DEFF
Employed at least part-time	87.23	0.47	0.35	8,970	1.34	1.78
Employed fulltime	69.12	0.75	0.49	8,970	1.54	2.38
Not employed/waiting for work/laid off	5.57	0.33	0.24	8,970	1.37	1.88
Employed in a job that has medical benefits	88.93	0.52	0.35	8,040	1.49	2.22
Satisfied with job	88.34	0.41	0.36	7,740	1.12	1.26
Satisfied with job salary	65.08	0.75	0.54	7,730	1.39	1.92
Satisfied with job's promotion opportunity	63.49	0.78	0.55	7,640	1.41	1.99
More than one career in last ten years	52.82	0.86	0.63	6,270	1.36	1.84
Expect same type of work in three years	81.02	0.72	0.45	7,690	1.62	2.61
Earning $50,000 or more per year of those employed full or part time	50.96	0.79	0.57	7,790	1.39	1.94
Have been without work at least once since 1997	31.51	0.77	0.50	8,740	1.55	2.41
Married	68.23	0.64	0.49	8,970	1.30	1.68
Have dependent children	50.93	0.79	0.53	8,970	1.50	2.24
Currently repaying any education loans	80.48	1.09	0.82	2,350	1.34	1.79
Saving for child's education	37.83	0.71	0.52	8,660	1.35	1.83
Own home	74.97	0.69	0.46	8,710	1.50	2.24
Currently have credit card balance	40.18	0.64	0.53	8,660	1.21	1.48
Community service or volunteer last year	46.15	0.80	0.53	8,970	1.53	2.34
Registered to vote	91.83	0.43	0.29	8,970	1.48	2.19
Voted in 2002 National election	74.45	0.57	0.46	8,970	1.24	1.54
Currently enrolled in a degree program	8.12	0.34	0.29	8,970	1.19	1.42
Had ever enrolled in a grad program after BA in 1993	42.22	0.67	0.52	8,970	1.28	1.63
Attained master's degree or higher	25.65	0.54	0.46	8,970	1.17	1.38
Prepared (certified or student taught) to teach	20.61	0.69	0.43	8,970	1.62	2.63
Employed as a teacher	10.55	0.47	0.32	8,970	1.45	2.11
Plan to continue teaching	68.36	1.41	1.08	1,840	1.30	1.69
Considered teaching of those who have never taught	44.31	0.73	0.58	7,350	1.26	1.58
Occupational category is 'Educator'	19.06	0.62	0.42	8,810	1.49	2.23
Took work/professional-related classes	44.39	0.74	0.53	8,950	1.41	1.99
Took classes for personal enrichment	18.04	0.47	0.41	8,950	1.15	1.32
Used lifetime learning tax credit in 2002	12.03	0.40	0.36	8,260	1.13	1.27
Have a disability	3.08	0.25	0.18	8,860	1.36	1.86
Summary Statistics						
Mean					1.37	1.90
Minimum					1.12	1.26
Maximum					1.62	2.63

NOTE: SE = Standard Error; SRS = Simple Random Sample; N = Respondent sample size; DEFT = Root Design Effect; DEFF = Design Effect.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table G.2.   Design effects for male respondents—B&B:93/03

	Percent estimate	Design SE	SRS SE	N	DEFT	DEFF
Employed at least part-time	94.22	0.58	0.38	3,810	1.54	2.38
Employed fulltime	80.17	1.05	0.65	3,810	1.63	2.66
Not employed/waiting for work/laid off	5.17	0.54	0.36	3,810	1.51	2.27
Employed in a job that has medical benefits	91.36	0.81	0.48	3,420	1.69	2.87
Satisfied with job	87.94	0.72	0.54	3,590	1.32	1.75
Satisfied with job salary	68.99	1.04	0.77	3,580	1.35	1.82
Satisfied with job's promotion opportunity	67.52	1.27	0.79	3,540	1.61	2.60
More than one career in last ten years	55.56	1.46	0.97	2,640	1.51	2.28
Expect same type of work in three years	82.20	1.09	0.64	3,570	1.70	2.89
Earning $50,000 or more per year of those employed full or part-time	64.38	0.91	0.80	3,600	1.14	1.29
Have been without work at least once since 1997	22.66	0.99	0.68	3,780	1.46	2.13
Married	67.76	1.00	0.76	3,810	1.33	1.76
Have dependent children	49.90	1.15	0.81	3,810	1.41	2.00
Currently repaying any education loans	82.44	1.71	1.23	960	1.39	1.93
Saving for child's education	37.32	0.96	0.80	3,680	1.21	1.45
Own home	74.90	0.93	0.71	3,700	1.31	1.72
Currently have credit card balance	37.61	1.13	0.80	3,680	1.42	2.01
Community service or volunteer last year	41.90	1.09	0.80	3,810	1.36	1.85
Registered to vote	91.55	0.67	0.45	3,810	1.49	2.22
Voted in 2002 National election	74.35	0.99	0.71	3,810	1.40	1.97
Currently enrolled in a degree program	8.14	0.54	0.44	3,810	1.23	1.50
Had ever enrolled in a grad program after BA in 1993	40.62	0.98	0.80	3,810	1.23	1.51
Attained master's degree or higher	25.53	0.75	0.71	3,810	1.06	1.12
Prepared (certified or student taught) to teach	12.71	0.86	0.54	3,810	1.59	2.52
Employed as a teacher	5.82	0.57	0.38	3,810	1.51	2.28
Plan to continue teaching	57.77	3.00	2.31	460	1.30	1.69
Considered teaching of those who have never taught	39.77	1.30	0.83	3,460	1.57	2.46
Occupational category is 'Educator'	10.14	0.55	0.49	3,800	1.11	1.24
Took work/professional-related classes	42.23	1.04	0.80	3,810	1.30	1.69
Took classes for personal enrichment	12.84	0.83	0.54	3,810	1.53	2.34
Used lifetime learning tax credit in 2002	10.83	0.69	0.52	3,570	1.34	1.78
Have a disability	2.77	0.36	0.27	3,780	1.36	1.86
Summary Statistics						
Mean					1.40	2.00
Minimum					1.06	1.12
Maximum					1.70	2.89

NOTE: SE = Standard Error; SRS = Simple Random Sample; N = Respondent sample size; DEFT = Root Design Effect; DEFF = Design Effect.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table G.3.   Design effects for female respondents—B&B:93/03

	Percent estimate	Design SE	SRS SE	N	DEFT	DEFF
Employed at least part-time	81.56	0.75	0.54	5,130	1.39	1.93
Employed fulltime	60.11	1.00	0.68	5,130	1.46	2.12
Not employed/waiting for work/laid off	5.89	0.49	0.33	5,130	1.48	2.18
Employed in a job that has medical benefits	86.96	0.67	0.50	4,600	1.34	1.80
Satisfied with job	88.72	0.63	0.49	4,130	1.28	1.63
Satisfied with job salary	61.44	0.86	0.76	4,130	1.14	1.29
Satisfied with job's promotion opportunity	59.65	1.08	0.77	4,080	1.40	1.97
More than one career in last ten years	50.64	1.09	0.83	3,610	1.30	1.70
Expect same type of work in three years	79.88	0.89	0.63	4,100	1.43	2.04
Earning $50,000 or more per year of those employed full or part-time	38.24	1.03	0.75	4,160	1.37	1.87
Have been without work at least once since 1997	38.92	1.04	0.69	4,940	1.50	2.26
Married	68.64	0.77	0.65	5,130	1.19	1.41
Have dependent children	51.74	0.97	0.70	5,130	1.39	1.94
Currently repaying any education loans	79.21	1.35	1.09	1,390	1.24	1.53
Saving for child's education	38.16	1.02	0.69	4,950	1.48	2.20
Own home	75.06	0.85	0.61	4,990	1.39	1.93
Currently have credit card balance	42.27	0.74	0.70	4,960	1.06	1.12
Community service or volunteer last year	49.68	1.00	0.70	5,130	1.43	2.05
Registered to vote	92.04	0.65	0.38	5,130	1.71	2.93
Voted in 2002 National election	74.53	0.92	0.61	5,130	1.51	2.27
Currently enrolled in a degree program	8.11	0.48	0.38	5,130	1.26	1.58
Had ever enrolled in a grad program after BA in 1993	43.51	0.79	0.69	5,130	1.14	1.29
Attained master's degree or higher	25.68	0.87	0.61	5,130	1.42	2.02
Prepared (certified or student taught) to teach	27.10	0.99	0.62	5,130	1.60	2.55
Employed as a teacher	14.48	0.61	0.49	5,130	1.25	1.55
Plan to continue teaching	72.61	1.61	1.20	1,380	1.34	1.80
Considered teaching of those who have never taught	48.67	0.79	0.80	3,870	0.99	0.98
Occupational category is 'Educator'	26.51	0.98	0.63	4,980	1.57	2.47
Took work/professional-related classes	46.19	0.96	0.70	5,120	1.38	1.92
Took classes for personal enrichment	22.25	0.58	0.58	5,120	1.00	1.00
Used lifetime learning tax credit in 2002	13.07	0.70	0.49	4,670	1.42	2.01
Have a disability	3.35	0.36	0.25	5,060	1.42	2.00
Summary Statistics						
Mean					1.35	1.85
Minimum					0.99	0.98
Maximum					1.71	2.93

NOTE: SE = Standard Error; SRS = Simple Random Sample; N = Respondent sample size; DEFT = Root Design Effect; DEFF = Design Effect.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table G.4.   Design effects for Asian respondents—B&B:93/03

	Percent estimate	Design SE	SRS SE	N	DEFT	DEFF
Employed at least part time	88.84	2.45	1.73	330	1.41	2.00
Employed fulltime	76.12	3.96	2.35	330	1.69	2.85
Not employed/waiting for work/laid off	6.61	1.72	1.37	330	1.26	1.59
Employed in a job that has medical benefits	90.74	2.64	1.68	300	1.58	2.48
Satisfied with job	87.77	2.78	1.92	290	1.45	2.11
Satisfied with job salary	53.73	5.30	2.92	290	1.81	3.29
Satisfied with job's promotion opportunity	69.71	3.04	2.69	290	1.13	1.28
More than one career in last ten years	50.31	4.69	3.16	250	1.48	2.20
Expect same type of work in three years	70.65	5.16	2.68	290	1.92	3.69
Earning $50,000 or more per year of those employed full or part-time	58.66	4.82	2.87	300	1.68	2.82
Have been without work at least once since 1997	39.48	4.11	2.72	320	1.51	2.29
Married	53.63	3.27	2.75	330	1.19	1.42
Have dependent children	31.08	3.29	2.55	330	1.29	1.66
Currently repaying any education loans	73.44	8.57	5.40	70	1.59	2.52
Saving for child's education	22.47	2.88	2.36	310	1.22	1.50
Own home	55.64	3.88	2.80	320	1.39	1.92
Currently have credit card balance	22.62	1.96	2.37	310	0.83	0.69
Community service or volunteer last year	35.33	3.44	2.63	330	1.31	1.70
Registered to vote	75.67	4.11	2.36	330	1.74	3.03
Voted in 2002 National election	57.25	3.68	2.72	330	1.35	1.82
Currently enrolled in a degree program	10.03	2.62	1.65	330	1.58	2.51
Had ever enrolled in a grad program after BA in 1993	45.26	4.15	2.74	330	1.51	2.29
Attained master's degree or higher	30.43	3.68	2.53	330	1.45	2.11
Prepared (certified or student taught) to teach	9.47	1.90	1.61	330	1.18	1.39
Employed as a teacher	3.55	1.18	1.02	330	1.16	1.34
Plan to continue teaching	64.47	11.61	9.77	20	1.19	1.41
Considered teaching of those who have never taught	28.52	3.13	2.55	310	1.23	1.51
Occupational category is 'Educator'	10.61	2.37	1.70	330	1.39	1.95
Took work/professional-related classes	43.32	3.82	2.73	330	1.40	1.96
Took classes for personal enrichment	21.19	3.20	2.25	330	1.42	2.01
Used lifetime learning tax credit in 2002	11.02	2.64	1.82	300	1.45	2.10
Have a disability	0.91	0.48	0.53	320	0.90	0.82
Summary Statistics						
Mean					1.40	2.01
Minimum					0.83	0.69
Maximum					1.92	3.69

NOTE: SE = Standard Error; SRS = Simple Random Sample; N = Respondent sample size; DEFT = Root Design Effect; DEFF = Design Effect.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table G.5.   Design effects for Black non-Hispanic respondents—B&B:93/03

	Percent estimate	Design SE	SRS SE	N	DEFT	DEFF
Employed at least part time	89.76	2.22	1.37	490	1.62	2.62
Employed full time	67.89	3.27	2.11	490	1.55	2.41
Not employed/waiting for work/laid off	8.49	2.09	1.26	490	1.66	2.74
Employed in a job that has medical benefits	91.99	1.12	1.28	450	0.87	0.76
Satisfied with job	85.86	2.20	1.67	440	1.32	1.74
Satisfied with job salary	52.98	2.94	2.38	440	1.23	1.52
Satisfied with job's promotion opportunity	57.23	3.66	2.39	430	1.53	2.35
More than one career in last ten years	50.63	3.93	2.64	360	1.49	2.22
Expect same type of work in three years	68.80	3.44	2.23	430	1.54	2.36
Earning $50,000 or more per year of those employed full or part time	44.68	3.53	2.36	440	1.50	2.24
Have been without work at least once since 1997	30.75	2.61	2.11	480	1.24	1.53
Married	48.29	2.89	2.26	490	1.28	1.64
Have dependent children	54.35	2.57	2.25	490	1.14	1.30
Currently repaying any education loans	70.96	2.89	3.07	220	0.94	0.88
Saving for child's education	37.64	2.72	2.25	460	1.21	1.47
Own home	58.66	3.46	2.26	470	1.53	2.33
Currently have credit card balance	60.33	3.11	2.26	470	1.38	1.90
Community service or volunteer last year	46.77	3.03	2.25	490	1.34	1.80
Registered to vote	94.27	1.31	1.05	490	1.25	1.56
Voted in 2002 National election	83.67	2.34	1.67	490	1.40	1.96
Currently enrolled in a degree program	13.33	2.35	1.54	490	1.53	2.34
Had ever enrolled in a grad program after BA in 1993	47.82	3.71	2.26	490	1.64	2.70
Attained master's degree or higher	25.74	2.74	1.98	490	1.39	1.93
Prepared (certified or student taught) to teach	18.12	2.83	1.74	490	1.62	2.64
Employed as a teacher	12.74	2.68	1.51	490	1.78	3.17
Plan to continue teaching	66.86	6.46	4.59	110	1.41	1.98
Considered teaching of those who have never taught	52.88	3.43	2.46	410	1.39	1.94
Occupational category is 'Educator'	23.25	2.97	1.92	490	1.55	2.40
Took work/professional-related classes	49.16	3.96	2.27	490	1.75	3.05
Took classes for personal enrichment	21.46	3.05	1.86	490	1.64	2.68
Used lifetime learning tax credit in 2002	16.84	1.77	1.77	450	1.00	1.00
Have a disability	4.19	1.35	0.92	480	1.47	2.15
Summary Statistics						
Mean					1.41	2.04
Minimum					0.87	0.76
Maximum					1.78	3.17

NOTE: SE = Standard Error; SRS = Simple Random Sample; N = Respondent sample size; DEFT = Root Design Effect; DEFF = Design Effect.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table G.6.   Design effects for White non-Hispanic respondents—B&B:93/03

	Percent estimate	Design SE	SRS SE	N	DEFT	DEFF
Employed at least part time	86.74	0.55	0.39	7,570	1.41	2.00
Employed full time	68.14	0.75	0.54	7,570	1.40	1.97
Not employed/waiting for work/laid off	5.34	0.36	0.26	7,570	1.40	1.95
Employed in a job that has medical benefits	89.11	0.59	0.38	6,760	1.57	2.46
Satisfied with job	89.07	0.50	0.39	6,510	1.29	1.67
Satisfied with job salary	67.37	0.71	0.58	6,490	1.22	1.49
Satisfied with job's promotion opportunity	63.83	0.87	0.60	6,420	1.44	2.09
More than one career in last ten years	52.85	0.74	0.69	5,260	1.07	1.15
Expect same type of work in three years	83.21	0.67	0.46	6,470	1.44	2.07
Earning $50,000 or more per year of those employed full or part time	51.35	0.86	0.62	6,540	1.39	1.94
Have been without work at least once since 1997	30.99	0.85	0.54	7,380	1.58	2.49
Married	70.95	0.68	0.52	7,570	1.30	1.69
Have dependent children	51.84	0.80	0.57	7,570	1.39	1.92
Currently repaying any education loans	82.32	1.11	0.88	1,880	1.26	1.59
Saving for child's education	39.04	0.76	0.57	7,320	1.33	1.77
Own home	77.38	0.70	0.49	7,360	1.43	2.05
Currently have credit card balance	39.36	0.86	0.57	7,320	1.50	2.26
Community service or volunteer last year	46.84	0.81	0.57	7,570	1.42	2.01
Registered to vote	93.43	0.38	0.28	7,570	1.33	1.76
Voted in 2002 National election	75.54	0.61	0.49	7,570	1.24	1.54
Currently enrolled in a degree program	7.43	0.36	0.30	7,570	1.20	1.45
Had ever enrolled in a grad program after BA in 1993	41.41	0.58	0.57	7,570	1.02	1.04
Attained master's degree or higher	25.22	0.55	0.50	7,570	1.09	1.20
Prepared (certified or student taught) to teach	21.30	0.80	0.47	7,570	1.70	2.88
Employed as a teacher	10.69	0.54	0.36	7,570	1.52	2.32
Plan to continue teaching	68.17	1.43	1.17	1,600	1.22	1.50
Considered teaching of those who have never taught	44.20	0.73	0.63	6,150	1.16	1.35
Occupational category is 'Educator'	19.07	0.78	0.46	7,420	1.71	2.93
Took work/professional-related classes	44.02	0.76	0.57	7,560	1.34	1.79
Took classes for personal enrichment	17.71	0.49	0.44	7,560	1.11	1.22
Used lifetime learning tax credit in 2002	11.19	0.48	0.38	6,980	1.27	1.60
Have a disability	2.95	0.30	0.20	7,490	1.55	2.40
Summary Statistics						
Mean					1.35	1.86
Minimum					1.02	1.04
Maximum					1.71	2.93

NOTE: SE = Standard Error; SRS = Simple Random Sample; N = Respondent sample size; DEFT = Root Design Effect; DEFF = Design Effect.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table G.7.   Design effects for Hispanic respondents—B&B:93/03

	Percent estimate	Design SE	SRS SE	N	DEFT	DEFF
Employed at least part time	90.12	1.38	1.43	440	0.97	0.93
Employed full time	78.45	2.80	1.97	440	1.43	2.03
Not employed/waiting for work/laid off	4.53	0.96	1.00	440	0.96	0.93
Employed in a job that has medical benefits	81.20	4.98	1.96	400	2.54	6.44
Satisfied with job	80.86	5.29	2.03	370	2.60	6.75
Satisfied with job salary	53.91	5.47	2.57	380	2.13	4.53
Satisfied with job's promotion opportunity	61.96	4.99	2.52	370	1.98	3.93
More than one career in last ten years	59.06	4.45	2.81	310	1.58	2.50
Expect same type of work in three years	72.88	4.90	2.31	370	2.13	4.52
Earning $50,000 or more per year of those employed full or part time	42.02	4.27	2.54	380	1.68	2.84
Have been without work at least once since 1997	32.37	4.86	2.29	420	2.13	4.52
Married	62.83	4.37	2.31	440	1.89	3.57
Have dependent children	50.47	3.84	2.39	440	1.61	2.58
Currently repaying any education loans	77.10	6.01	3.66	130	1.64	2.70
Saving for child's education	36.20	3.10	2.34	420	1.32	1.75
Own home	74.52	3.26	2.13	420	1.54	2.36
Currently have credit card balance	45.16	4.12	2.43	420	1.69	2.86
Community service or volunteer last year	43.53	4.50	2.37	440	1.90	3.60
Registered to vote	81.93	3.02	1.84	440	1.64	2.69
Voted in 2002 National election	64.33	3.68	2.29	440	1.60	2.58
Currently enrolled in a degree program	10.61	2.23	1.47	440	1.52	2.30
Had ever enrolled in a grad program after BA in 1993	44.74	4.24	2.38	440	1.78	3.17
Attained master's degree or higher	25.89	3.72	2.10	440	1.77	3.14
Prepared (certified or student taught) to teach	24.30	3.49	2.05	440	1.70	2.89
Employed as a teacher	13.00	2.89	1.61	440	1.80	3.22
Plan to continue teaching	74.92	6.73	4.54	90	1.48	2.20
Considered teaching of those who have never taught	52.64	5.04	2.65	360	1.90	3.62
Occupational category is 'Educator'	23.63	3.40	2.06	430	1.65	2.74
Took work/professional-related classes	46.44	4.78	2.39	430	2.00	3.99
Took classes for personal enrichment	17.46	2.06	1.82	440	1.13	1.29
Used lifetime learning tax credit in 2002	20.40	3.14	2.01	400	1.56	2.43
Have a disability	3.41	0.96	0.87	430	1.10	1.21
Summary Statistics						
Mean					1.70	3.02
Minimum					0.96	0.93
Maximum					2.60	6.75

NOTE: SE = Standard Error; SRS = Simple Random Sample; N = Respondent sample size; DEFT = Root Design Effect; DEFF = Design Effect.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table G.8.   Design effects for respondents from public institutions—B&B:93/03

	Percent estimate	Design SE	SRS SE	N	DEFT	DEFF
Employed at least part time	87.88	0.54	0.43	5,840	1.25	1.57
Employed full time	69.39	0.85	0.60	5,840	1.41	2.00
Not employed/waiting for work/laid off	5.25	0.43	0.29	5,840	1.48	2.19
Employed in a job that has medical benefits	89.51	0.58	0.42	5,250	1.37	1.89
Satisfied with job	88.32	0.55	0.45	5,080	1.22	1.50
Satisfied with job salary	65.86	0.88	0.67	5,080	1.33	1.76
Satisfied with job's promotion opportunity	64.28	0.92	0.68	5,030	1.36	1.84
More than one career in last ten years	53.94	0.98	0.79	4,020	1.25	1.57
Expect same type of work in three years	81.44	0.70	0.55	5,050	1.27	1.63
Earning $50,000 or more per year of those employed full or part time	50.63	1.00	0.70	5,110	1.43	2.04
Have been without work at least once since 1997	30.56	0.81	0.61	5,700	1.32	1.75
Married	69.00	0.80	0.61	5,840	1.31	1.73
Have dependent children	53.68	0.82	0.65	5,840	1.25	1.56
Currently repaying any education loans	80.50	1.66	1.08	1,340	1.54	2.37
Saving for child's education	40.79	0.76	0.65	5,640	1.17	1.36
Own home	76.81	0.84	0.56	5,670	1.50	2.25
Currently have credit card balance	41.39	0.99	0.66	5,640	1.51	2.28
Community service or volunteer last year	46.06	0.94	0.65	5,840	1.44	2.08
Registered to vote	92.42	0.47	0.35	5,840	1.36	1.84
Voted in 2002 National election	74.86	0.64	0.57	5,840	1.12	1.27
Currently enrolled in a degree program	8.12	0.55	0.36	5,840	1.54	2.36
Had ever enrolled in a grad program after BA in 1993	40.49	0.83	0.64	5,840	1.30	1.68
Attained master's degree or higher	23.75	0.65	0.56	5,840	1.17	1.37
Prepared (certified or student taught) to teach	21.75	0.75	0.54	5,840	1.39	1.94
Employed as a teacher	11.47	0.60	0.42	5,840	1.43	2.05
Plan to continue teaching	69.41	1.69	1.32	1,230	1.28	1.64
Considered teaching of those who have never taught	42.46	0.93	0.72	4,720	1.29	1.66
Occupational category is 'Educator'	19.94	0.79	0.53	5,740	1.50	2.25
Took work/professional-related classes	46.47	0.94	0.65	5,820	1.44	2.08
Took classes for personal enrichment	17.30	0.57	0.50	5,820	1.15	1.32
Used lifetime learning tax credit in 2002	12.52	0.52	0.45	5,400	1.15	1.33
Have a disability	3.18	0.34	0.23	5,770	1.46	2.13
Summary Statistics						
Mean					1.34	1.82
Minimum					1.12	1.27
Maximum					1.54	2.37

NOTE: SE = Standard Error; SRS = Simple Random Sample; N = Respondent sample size; DEFT = Root Design Effect; DEFF = Design Effect.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table G.9.   Design effects for respondents from private institutions—B&B:93/03

	Percent estimate	Design SE	SRS SE	N	DEFT	DEFF
Employed at least part time	86.06	0.88	0.62	3,110	1.41	1.99
Employed full time	68.61	1.24	0.83	3,110	1.49	2.23
Not employed/waiting for work/laid off	6.18	0.59	0.43	3,110	1.38	1.89
Employed in a job that has medical benefits	87.74	0.95	0.62	2,770	1.52	2.32
Satisfied with job	88.38	0.95	0.62	2,640	1.52	2.32
Satisfied with job salary	63.52	1.31	0.94	2,640	1.40	1.95
Satisfied with job's promotion opportunity	61.88	1.54	0.95	2,600	1.61	2.60
More than one career in last ten years	50.69	1.55	1.06	2,240	1.47	2.15
Expect same type of work in three years	80.16	1.49	0.78	2,630	1.92	3.67
Earning $50,000 or more per year of those employed full or part time	51.60	1.47	0.97	2,670	1.52	2.30
Have been without work at least once since 1997	33.30	1.31	0.86	3,020	1.53	2.33
Married	66.63	1.27	0.84	3,110	1.50	2.26
Have dependent children	45.34	1.72	0.89	3,110	1.93	3.73
Currently repaying any education loans	80.50	1.69	1.25	1,010	1.35	1.83
Saving for child's education	31.73	1.30	0.85	3,000	1.53	2.35
Own home	71.26	1.45	0.82	3,020	1.76	3.10
Currently have credit card balance	37.79	0.95	0.88	3,010	1.07	1.15
Community service or volunteer last year	46.40	1.55	0.89	3,110	1.74	3.03
Registered to vote	90.63	0.82	0.52	3,110	1.56	2.44
Voted in 2002 National election	73.55	1.14	0.79	3,110	1.44	2.07
Currently enrolled in a degree program	8.14	0.73	0.49	3,110	1.50	2.24
Had ever enrolled in a grad program after BA in 1993	45.70	1.45	0.89	3,110	1.62	2.63
Attained master's degree or higher	29.40	1.28	0.82	3,110	1.57	2.46
Prepared (certified or student taught) to teach	18.31	1.29	0.69	3,110	1.87	3.49
Employed as a teacher	8.76	0.88	0.51	3,110	1.74	3.04
Plan to continue teaching	65.96	2.66	1.91	610	1.39	1.93
Considered teaching of those who have never taught	47.91	1.33	0.98	2,610	1.36	1.86
Occupational category is 'Educator'	17.21	1.04	0.68	3,050	1.52	2.30
Took work/professional-related classes	40.32	1.09	0.88	3,110	1.24	1.54
Took classes for personal enrichment	19.51	0.90	0.71	3,110	1.27	1.60
Used lifetime learning tax credit in 2002	11.07	0.80	0.59	2,850	1.36	1.85
Have a disability	2.91	0.41	0.30	3,070	1.36	1.84
Summary Statistics						
Mean					1.51	2.33
Minimum					1.07	1.15
Maximum					1.93	3.73

NOTE: SE = Standard Error; SRS = Simple Random Sample; N = Respondent sample size; DEFT = Root Design Effect; DEFF = Design Effect.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table G.10. Design effects for all panel respondents—B&B:93/03

	Percent estimate	Design SE	SRS SE	N	DEFT	DEFF
Employed at least part time	87.03	0.53	0.37	8,090	1.41	1.98
Employed full time	69.50	0.65	0.51	8,090	1.27	1.61
Not employed/waiting for work/laid off	5.55	0.38	0.25	8,090	1.51	2.28
Employed in a job that has medical benefits	89.64	0.46	0.36	7,280	1.28	1.63
Satisfied with job	88.58	0.52	0.38	6,990	1.38	1.89
Satisfied with job salary	65.07	0.75	0.57	6,980	1.32	1.75
Satisfied with job's promotion opportunity	63.38	0.81	0.58	6,900	1.40	1.95
More than one career in last ten years	52.02	0.82	0.66	5,680	1.24	1.55
Expect same type of work in three years	81.51	0.59	0.47	6,940	1.27	1.62
Earning $50,000 or more per year of those employed full or part time	52.03	0.84	0.60	7,030	1.41	2.00
Have been without work at least once since 1997	30.42	0.67	0.52	7,890	1.30	1.70
Married	68.24	0.66	0.52	8,090	1.27	1.62
Have dependent children	51.08	0.75	0.56	8,090	1.35	1.82
Currently repaying any education loans	80.22	1.15	0.86	2,160	1.34	1.79
Saving for child's education	37.62	0.55	0.55	7,830	1.01	1.02
Own home	74.72	0.81	0.49	7,870	1.66	2.76
Currently have credit card balance	40.24	0.57	0.55	7,820	1.02	1.04
Community service or volunteer last year	47.11	0.71	0.55	8,090	1.28	1.64
Registered to vote	92.23	0.49	0.30	8,090	1.65	2.71
Voted in 2002 National election	75.38	0.65	0.48	8,090	1.37	1.87
Currently enrolled in a degree program	8.23	0.39	0.31	8,090	1.29	1.66
Had ever enrolled in a grad program after BA in 1993	42.99	0.79	0.55	8,090	1.43	2.05
Attained master's degree or higher	26.06	0.62	0.49	8,090	1.28	1.63
Prepared (certified or student taught) to teach	20.39	0.64	0.45	8,090	1.43	2.04
Employed as a teacher	10.51	0.46	0.34	8,090	1.36	1.85
Plan to continue teaching	67.92	1.57	1.14	1,670	1.37	1.88
Considered teaching of those who have never taught	45.34	0.66	0.61	6,620	1.08	1.16
Occupational category is 'Educator'	18.73	0.62	0.44	7,950	1.42	2.01
Took work/professional-related classes	44.75	0.75	0.55	8,080	1.36	1.85
Took classes for personal enrichment	18.43	0.53	0.43	8,080	1.22	1.48
Used lifetime learning tax credit in 2002	12.34	0.46	0.38	7,450	1.20	1.44
Have a disability	3.03	0.23	0.19	8,000	1.22	1.48
Summary Statistics						
Mean					1.32	1.77
Minimum					1.01	1.02
Maximum					1.66	2.76

NOTE: SE = Standard Error; SRS = Simple Random Sample; N = Respondent sample size; DEFT = Root Design Effect; DEFF = Design Effect.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table G.11. Design effects for male panel respondents—B&B:93/03

	Percent estimate	Design SE	SRS SE	N	DEFT	DEFF
Employed at least part time	94.03	0.64	0.40	3,470	1.59	2.53
Employed full time	80.80	0.99	0.67	3,470	1.48	2.18
Not employed/waiting for work/laid off	5.27	0.59	0.38	3,470	1.56	2.43
Employed in a job that has medical benefits	92.76	0.70	0.46	3,120	1.51	2.28
Satisfied with job	88.87	0.70	0.55	3,260	1.28	1.64
Satisfied with job salary	69.78	1.01	0.80	3,260	1.26	1.59
Satisfied with job's promotion opportunity	67.92	1.28	0.82	3,230	1.56	2.43
More than one career in last ten years	54.69	1.35	1.01	2,410	1.33	1.76
Expect same type of work in three years	83.05	0.87	0.66	3,240	1.32	1.74
Earning $50,000 or more per year of those employed full or part time	65.14	0.93	0.83	3,280	1.12	1.25
Have been without work at least once since 1997	20.90	0.82	0.69	3,440	1.18	1.39
Married	67.35	1.05	0.80	3,470	1.31	1.72
Have dependent children	50.78	1.14	0.85	3,470	1.34	1.80
Currently repaying any education loans	82.93	1.92	1.26	890	1.52	2.30
Saving for child's education	37.51	0.80	0.84	3,360	0.96	0.92
Own home	74.29	1.05	0.75	3,370	1.39	1.94
Currently have credit card balance	37.29	1.06	0.84	3,350	1.27	1.61
Community service or volunteer last year	43.22	1.01	0.84	3,470	1.20	1.44
Registered to vote	91.86	0.68	0.46	3,470	1.47	2.15
Voted in 2002 National election	75.00	1.02	0.74	3,470	1.38	1.91
Currently enrolled in a degree program	7.85	0.56	0.46	3,470	1.22	1.48
Had ever enrolled in a grad program after BA in 1993	41.06	1.06	0.84	3,470	1.27	1.60
Attained master's degree or higher	25.70	0.83	0.74	3,470	1.11	1.24
Prepared (certified or student taught) to teach	12.36	0.74	0.56	3,470	1.32	1.73
Employed as a teacher	5.61	0.51	0.39	3,470	1.29	1.68
Plan to continue teaching	57.44	2.55	2.42	420	1.05	1.11
Considered teaching of those who have never taught	40.33	1.10	0.87	3,150	1.26	1.58
Occupational category is 'Educator'	9.46	0.46	0.50	3,460	0.92	0.85
Took work/professional-related classes	43.08	1.18	0.84	3,460	1.40	1.97
Took classes for personal enrichment	13.26	0.74	0.58	3,460	1.29	1.66
Used lifetime learning tax credit in 2002	11.01	0.71	0.55	3,240	1.29	1.68
Have a disability	2.92	0.35	0.29	3,440	1.20	1.45
Summary Statistics						
Mean					1.30	1.72
Minimum					0.92	0.85
Maximum					1.59	2.53

NOTE: SE = Standard Error; SRS = Simple Random Sample; N = Respondent sample size; DEFT = Root Design Effect; DEFF = Design Effect.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table G.12. Design effects for female panel respondents—B&B:93/03

	Percent estimate	Design SE	SRS SE	N	DEFT	DEFF
Employed at least part time	81.28	0.78	0.57	4,620	1.36	1.85
Employed full time	60.28	1.01	0.72	4,620	1.41	1.99
Not employed/waiting for work/laid off	5.78	0.52	0.34	4,620	1.52	2.33
Employed in a job that has medical benefits	87.11	0.68	0.52	4,150	1.30	1.70
Satisfied with job	88.30	0.76	0.53	3,720	1.44	2.06
Satisfied with job salary	60.66	0.97	0.80	3,720	1.21	1.47
Satisfied with job's promotion opportunity	59.05	1.20	0.81	3,670	1.48	2.18
More than one career in last ten years	49.84	1.10	0.87	3,270	1.26	1.59
Expect same type of work in three years	80.03	0.88	0.66	3,700	1.34	1.80
Earning $50,000 or more per year of those employed full or part time	39.62	1.15	0.80	3,750	1.44	2.06
Have been without work at least once since 1997	38.46	1.01	0.73	4,450	1.39	1.93
Married	69.02	0.72	0.68	4,620	1.06	1.13
Have dependent children	51.36	0.90	0.74	4,620	1.22	1.49
Currently repaying any education loans	78.39	1.45	1.15	1,280	1.26	1.58
Saving for child's education	37.74	1.01	0.72	4,470	1.40	1.96
Own home	75.13	1.02	0.64	4,500	1.59	2.52
Currently have credit card balance	42.61	0.73	0.74	4,470	0.98	0.96
Community service or volunteer last year	50.28	1.02	0.74	4,620	1.39	1.92
Registered to vote	92.53	0.68	0.39	4,620	1.76	3.09
Voted in 2002 National election	75.72	0.93	0.63	4,620	1.47	2.15
Currently enrolled in a degree program	8.55	0.56	0.41	4,620	1.37	1.88
Had ever enrolled in a grad program after BA in 1993	44.56	1.11	0.73	4,620	1.51	2.29
Attained master's degree or higher	26.34	1.01	0.65	4,620	1.56	2.43
Prepared (certified or student taught) to teach	26.98	0.95	0.65	4,620	1.45	2.11
Employed as a teacher	14.53	0.64	0.52	4,620	1.24	1.53
Plan to continue teaching	71.84	1.71	1.27	1,260	1.35	1.82
Considered teaching of those who have never taught	50.14	0.95	0.85	3,470	1.12	1.25
Occupational category is 'Educator'	26.49	0.97	0.66	4,490	1.48	2.18
Took work/professional-related classes	46.10	0.99	0.73	4,610	1.35	1.83
Took classes for personal enrichment	22.62	0.69	0.62	4,610	1.12	1.25
Used lifetime learning tax credit in 2002	13.49	0.79	0.53	4,200	1.50	2.25
Have a disability	3.11	0.31	0.26	4,560	1.22	1.50
Summary Statistics						
Mean					1.36	1.88
Minimum					0.98	0.96
Maximum					1.76	1.88

NOTE: SE = Standard Error; SRS = Simple Random Sample; N = Respondent sample size; DEFT = Root Design Effect; DEFF = Design Effect.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table G.13. Design effects for Asian panel respondents—B&B:93/03

	Percent estimate	Design SE	SRS SE	N	DEFT	DEFF
Employed at least part time	87.11	2.79	1.96	290	1.43	2.04
Employed full time	76.38	3.88	2.48	290	1.56	2.44
Not employed/waiting for work/laid off	7.33	1.98	1.52	290	1.30	1.69
Employed in a job that has medical benefits	90.96	2.76	1.76	270	1.57	2.45
Satisfied with job	90.35	2.17	1.84	260	1.18	1.39
Satisfied with job salary	60.49	5.34	3.05	260	1.75	3.07
Satisfied with job's promotion opportunity	71.05	3.63	2.82	260	1.29	1.66
More than one career in last ten years	51.61	4.73	3.35	220	1.41	2.00
Expect same type of work in three years	73.84	4.85	2.76	250	1.76	3.09
Earning $50,000 or more per year of those employed full or part time	61.47	4.96	3.02	260	1.64	2.70
Have been without work at least once since 1997	37.36	4.62	2.85	290	1.62	2.63
Married	54.91	3.74	2.91	290	1.29	1.66
Have dependent children	31.29	3.17	2.71	290	1.17	1.37
Currently repaying any education loans	77.09	7.22	5.47	60	1.32	1.74
Saving for child's education	23.10	2.70	2.51	280	1.07	1.15
Own home	55.29	4.01	2.98	280	1.35	1.82
Currently have credit card balance	24.88	2.27	2.60	280	0.88	0.77
Community service or volunteer last year	38.36	3.68	2.84	290	1.30	1.68
Registered to vote	75.65	4.21	2.51	290	1.68	2.81
Voted in 2002 National election	57.72	3.89	2.89	290	1.35	1.82
Currently enrolled in a degree program	7.43	2.12	1.53	290	1.38	1.91
Had ever enrolled in a grad program after BA in 1993	43.98	4.42	2.90	290	1.52	2.32
Attained master's degree or higher	28.20	3.67	2.63	290	1.39	1.95
Prepared (certified or student taught) to teach	10.87	2.41	1.82	290	1.32	1.75
Employed as a teacher	2.46	1.05	0.90	290	1.16	1.36
Plan to continue teaching	50.03	12.44	11.18	20	1.11	1.24
Considered teaching of those who have never taught	32.38	3.44	2.80	280	1.23	1.51
Occupational category is 'Educator'	8.06	1.93	1.60	290	1.21	1.46
Took work/professional-related classes	42.93	4.00	2.89	290	1.38	1.91
Took classes for personal enrichment	23.74	3.54	2.49	290	1.43	2.03
Used lifetime learning tax credit in 2002	11.70	2.84	1.99	260	1.43	2.04
Have a disability	1.12	0.62	0.62	290	0.99	0.98
Summary Statistics						
Mean					1.36	1.89
Minimum					0.88	0.77
Maximum					1.76	3.09

NOTE: SE = Standard Error; SRS = Simple Random Sample; N = Respondent sample size; DEFT = Root Design Effect; DEFF = Design Effect.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table G.14. Design effects for Black panel non-Hispanic respondents—B&B:93/03

	Percent estimate	Design SE	SRS SE	N	DEFT	DEFF
Employed at least part time	90.43	2.13	1.38	450	1.55	2.39
Employed full time	69.57	2.82	2.16	450	1.31	1.70
Not employed/waiting for work/laid off	7.83	1.97	1.26	450	1.56	2.43
Employed in a job that has medical benefits	90.96	1.36	1.40	420	0.97	0.94
Satisfied with job	84.38	2.35	1.80	410	1.30	1.70
Satisfied with job salary	52.00	3.14	2.47	410	1.27	1.62
Satisfied with job's promotion opportunity	58.35	3.43	2.46	400	1.39	1.94
More than one career in last ten years	52.35	3.57	2.74	330	1.30	1.70
Expect same type of work in three years	68.24	3.04	2.32	400	1.31	1.72
Earning $50,000 or more per year of those employed full or part time	44.33	2.92	2.44	410	1.20	1.43
Have been without work at least once since 1997	30.25	2.65	2.18	440	1.22	1.48
Married	51.96	2.69	2.34	450	1.15	1.31
Have dependent children	55.96	2.48	2.33	450	1.07	1.14
Currently repaying any education loans	70.77	3.40	3.22	200	1.06	1.11
Saving for child's education	37.24	2.45	2.34	430	1.05	1.10
Own home	59.08	3.32	2.35	440	1.41	1.99
Currently have credit card balance	60.10	2.94	2.35	430	1.25	1.56
Community service or volunteer last year	46.71	2.87	2.34	450	1.22	1.50
Registered to vote	93.97	1.49	1.12	450	1.34	1.79
Voted in 2002 National election	82.53	2.51	1.78	450	1.41	1.98
Currently enrolled in a degree program	14.47	2.36	1.65	450	1.43	2.04
Had ever enrolled in a grad program after BA in 1993	47.89	3.17	2.34	450	1.35	1.83
Attained master's degree or higher	26.40	2.23	2.07	450	1.08	1.16
Prepared (certified or student taught) to teach	17.91	2.35	1.80	450	1.31	1.70
Employed as a teacher	11.93	2.20	1.52	450	1.44	2.08
Plan to continue teaching	63.81	6.83	4.85	100	1.41	1.98
Considered teaching of those who have never taught	55.11	3.33	2.55	380	1.31	1.71
Occupational category is 'Educator'	21.91	2.57	1.95	450	1.32	1.73
Took work/professional-related classes	49.90	3.35	2.35	450	1.43	2.03
Took classes for personal enrichment	20.23	2.55	1.89	450	1.34	1.81
Used lifetime learning tax credit in 2002	16.63	1.69	1.83	420	0.93	0.86
Have a disability	4.34	1.42	0.97	440	1.47	2.16
Summary Statistics						
Mean					1.28	1.68
Minimum					0.93	0.86
Maximum					1.56	2.43

NOTE: SE = Standard Error; SRS = Simple Random Sample; N = Respondent sample size; DEFT = Root Design Effect; DEFF = Design Effect.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table G.15. Design effects for White panel non-Hispanic respondents—B&B:93/03

	Percent estimate	Design SE	SRS SE	N	DEFT	DEFF
Employed at least part time	86.69	0.57	0.41	6,860	1.39	1.93
Employed full time	68.72	0.70	0.56	6,860	1.26	1.58
Not employed/waiting for work/laid off	5.23	0.39	0.27	6,860	1.45	2.11
Employed in a job that has medical benefits	89.65	0.51	0.39	6,150	1.30	1.69
Satisfied with job	88.96	0.56	0.41	5,910	1.38	1.90
Satisfied with job salary	66.76	0.81	0.61	5,890	1.32	1.74
Satisfied with job's promotion opportunity	63.37	0.94	0.63	5,830	1.49	2.21
More than one career in last ten years	52.20	0.80	0.72	4,790	1.10	1.21
Expect same type of work in three years	83.30	0.67	0.49	5,870	1.38	1.90
Earning $50,000 or more per year of those employed full or part time	52.12	0.93	0.65	5,930	1.43	2.04
Have been without work at least once since 1997	30.17	0.71	0.56	6,690	1.26	1.58
Married	70.48	0.71	0.55	6,860	1.29	1.65
Have dependent children	51.52	0.83	0.60	6,860	1.37	1.89
Currently repaying any education loans	82.16	1.20	0.92	1,750	1.31	1.71
Saving for child's education	38.56	0.63	0.60	6,650	1.05	1.10
Own home	77.00	0.83	0.52	6,680	1.61	2.60
Currently have credit card balance	39.42	0.72	0.60	6,640	1.20	1.44
Community service or volunteer last year	47.71	0.76	0.60	6,860	1.25	1.57
Registered to vote	93.75	0.42	0.29	6,860	1.43	2.03
Voted in 2002 National election	76.59	0.66	0.51	6,860	1.30	1.69
Currently enrolled in a degree program	7.58	0.41	0.32	6,860	1.30	1.68
Had ever enrolled in a grad program after BA in 1993	42.30	0.81	0.60	6,860	1.36	1.85
Attained master's degree or higher	25.83	0.71	0.53	6,860	1.35	1.82
Prepared (certified or student taught) to teach	20.89	0.77	0.49	6,860	1.56	2.44
Employed as a teacher	10.59	0.54	0.37	6,860	1.45	2.10
Plan to continue teaching	67.77	1.60	1.23	1,450	1.30	1.69
Considered teaching of those who have never taught	45.26	0.74	0.67	5,570	1.10	1.22
Occupational category is 'Educator'	18.84	0.80	0.48	6,730	1.67	2.79
Took work/professional-related classes	44.27	0.76	0.60	6,840	1.27	1.61
Took classes for personal enrichment	17.95	0.47	0.46	6,850	1.02	1.05
Used lifetime learning tax credit in 2002	11.53	0.51	0.40	6,320	1.27	1.61
Have a disability	2.91	0.27	0.20	6,790	1.33	1.77
Summary Statistics						
Mean					1.33	1.79
Minimum					1.02	1.05
Maximum					1.67	2.79

NOTE: SE = Standard Error; SRS = Simple Random Sample; N = Respondent sample size; DEFT = Root Design Effect; DEFF = Design Effect.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table G.16. Design effects for Hispanic panel respondents—B&B:93/03

	Percent estimate	Design SE	SRS SE	N	DEFT	DEFF
Employed at least part time	87.91	2.10	1.65	390	1.27	1.61
Employed full time	75.45	3.06	2.18	390	1.40	1.97
Not employed/waiting for work/laid off	5.81	1.29	1.19	390	1.09	1.19
Employed in a job that has medical benefits	86.91	2.29	1.79	350	1.28	1.64
Satisfied with job	87.57	2.30	1.82	330	1.27	1.61
Satisfied with job salary	56.79	3.85	2.72	330	1.42	2.01
Satisfied with job's promotion opportunity	64.53	2.38	2.64	330	0.90	0.81
More than one career in last ten years	49.35	4.24	3.00	280	1.41	2.00
Expect same type of work in three years	77.69	3.31	2.30	330	1.44	2.06
Earning $50,000 or more per year of those employed full or part time	48.04	3.97	2.73	330	1.45	2.11
Have been without work at least once since 1997	28.73	2.74	2.34	370	1.17	1.38
Married	65.03	3.11	2.42	390	1.29	1.65
Have dependent children	56.72	3.62	2.51	390	1.44	2.08
Currently repaying any education loans	74.37	6.08	3.99	120	1.53	2.33
Saving for child's education	39.02	3.16	2.51	380	1.26	1.58
Own home	74.03	2.90	2.26	380	1.28	1.64
Currently have credit card balance	45.76	3.31	2.58	370	1.29	1.65
Community service or volunteer last year	44.88	3.62	2.52	390	1.43	2.06
Registered to vote	83.02	3.36	1.90	390	1.77	3.12
Voted in 2002 National election	64.91	3.10	2.42	390	1.28	1.64
Currently enrolled in a degree program	11.20	2.60	1.60	390	1.63	2.65
Had ever enrolled in a grad program after BA in 1993	46.17	3.59	2.53	390	1.42	2.02
Attained master's degree or higher	25.23	3.05	2.20	390	1.38	1.91
Prepared (certified or student taught) to teach	24.04	3.28	2.17	390	1.51	2.29
Employed as a teacher	14.46	2.70	1.78	390	1.51	2.29
Plan to continue teaching	79.23	4.64	4.43	80	1.05	1.10
Considered teaching of those who have never taught	47.43	4.28	2.82	310	1.52	2.31
Occupational category is 'Educator'	23.34	2.67	2.17	380	1.23	1.51
Took work/professional-related classes	47.81	3.52	2.54	390	1.39	1.92
Took classes for personal enrichment	19.98	2.15	2.03	390	1.06	1.13
Used lifetime learning tax credit in 2002	20.12	2.77	2.12	360	1.30	1.70
Have a disability	3.28	1.02	0.91	380	1.12	1.25
Summary Statistics						
Mean					1.34	1.82
Minimum					0.90	0.81
Maximum					1.77	3.12

NOTE: SE = Standard Error; SRS = Simple Random Sample; N = Respondent sample size; DEFT = Root Design Effect; DEFF = Design Effect.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table G.17. Design effects for panel respondents from public institutions—B&B:93/03

	Percent estimate	Design SE	SRS SE	N	DEFT	DEFF
Employed at least part time	87.65	0.55	0.45	5,300	1.22	1.48
Employed full time	69.94	0.71	0.63	5,300	1.13	1.27
Not employed/waiting for work/laid off	4.99	0.46	0.30	5,300	1.55	2.41
Employed in a job that has medical benefits	89.64	0.55	0.44	4,780	1.25	1.57
Satisfied with job	88.22	0.67	0.47	4,620	1.42	2.02
Satisfied with job salary	65.20	0.89	0.70	4,610	1.27	1.62
Satisfied with job's promotion opportunity	64.11	1.03	0.71	4,570	1.45	2.10
More than one career in last ten years	53.09	0.95	0.83	3,650	1.15	1.31
Expect same type of work in three years	81.99	0.71	0.57	4,590	1.25	1.57
Earning $50,000 or more per year of those employed full or part time	51.65	1.08	0.73	4,640	1.47	2.15
Have been without work at least once since 1997	29.89	0.73	0.64	5,180	1.14	1.31
Married	69.35	0.86	0.63	5,300	1.36	1.84
Have dependent children	53.57	0.74	0.68	5,300	1.07	1.15
Currently repaying any education loans	80.04	1.64	1.13	1,250	1.45	2.10
Saving for child's education	40.22	0.63	0.68	5,130	0.92	0.84
Own home	77.03	0.86	0.59	5,160	1.47	2.15
Currently have credit card balance	41.51	0.84	0.69	5,120	1.23	1.51
Community service or volunteer last year	47.18	0.78	0.69	5,300	1.14	1.31
Registered to vote	92.67	0.49	0.36	5,300	1.36	1.86
Voted in 2002 National election	75.51	0.62	0.59	5,300	1.05	1.10
Currently enrolled in a degree program	8.30	0.56	0.38	5,300	1.48	2.18
Had ever enrolled in a grad program after BA in 1993	41.51	0.95	0.68	5,300	1.40	1.96
Attained master's degree or higher	24.51	0.69	0.59	5,300	1.16	1.35
Prepared (certified or student taught) to teach	22.18	0.73	0.57	5,300	1.29	1.66
Employed as a teacher	11.62	0.63	0.44	5,300	1.43	2.05
Plan to continue teaching	69.31	1.86	1.38	1,130	1.35	1.83
Considered teaching of those who have never taught	43.67	0.83	0.76	4,280	1.10	1.21
Occupational category is 'Educator'	19.67	0.83	0.55	5,210	1.50	2.25
Took work/professional-related classes	46.59	0.90	0.69	5,290	1.30	1.70
Took classes for personal enrichment	18.09	0.66	0.53	5,290	1.25	1.56
Used lifetime learning tax credit in 2002	13.20	0.59	0.48	4,900	1.22	1.50
Have a disability	2.98	0.30	0.23	5,240	1.27	1.62
Summary Statistics						
Mean					1.28	1.67
Minimum					0.92	0.84
Maximum					1.55	2.41

NOTE: SE = Standard Error; SRS = Simple Random Sample; N = Respondent sample size; DEFT = Root Design Effect; DEFF = Design Effect.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table G.18. Design effects for panel respondents from private institutions—B&B:93/03

	Percent estimate	Design SE	SRS SE	N	DEFT	DEFF
Employed at least part time	85.77	0.98	0.66	2,790	1.49	2.21
Employed full time	68.62	1.17	0.88	2,790	1.33	1.77
Not employed/waiting for work/laid off	6.67	0.64	0.47	2,790	1.36	1.86
Employed in a job that has medical benefits	89.64	0.81	0.61	2,500	1.32	1.75
Satisfied with job	89.33	0.79	0.63	2,370	1.25	1.55
Satisfied with job salary	64.82	1.18	0.98	2,370	1.20	1.45
Satisfied with job's promotion opportunity	61.87	1.59	1.01	2,330	1.58	2.50
More than one career in last ten years	49.91	1.41	1.11	2,030	1.27	1.62
Expect same type of work in three years	80.53	1.07	0.82	2,360	1.31	1.73
Earning $50,000 or more per year of those employed full or part time	52.82	1.27	1.02	2,390	1.25	1.56
Have been without work at least once since 1997	31.50	1.20	0.89	2,710	1.34	1.80
Married	66.01	1.43	0.90	2,790	1.60	2.55
Have dependent children	46.08	1.63	0.94	2,790	1.73	2.99
Currently repaying any education loans	80.48	1.72	1.31	910	1.31	1.71
Saving for child's education	32.39	1.27	0.90	2,700	1.41	2.00
Own home	70.07	1.79	0.88	2,710	2.04	4.15
Currently have credit card balance	37.68	0.97	0.93	2,700	1.04	1.09
Community service or volunteer last year	46.96	1.31	0.94	2,790	1.39	1.94
Registered to vote	91.36	0.82	0.53	2,790	1.54	2.37
Voted in 2002 National election	75.11	1.33	0.82	2,790	1.63	2.65
Currently enrolled in a degree program	8.10	0.81	0.52	2,790	1.56	2.45
Had ever enrolled in a grad program after BA in 1993	45.97	1.60	0.94	2,790	1.70	2.88
Attained master's degree or higher	29.19	1.48	0.86	2,790	1.72	2.97
Prepared (certified or student taught) to teach	16.80	1.07	0.71	2,790	1.51	2.28
Employed as a teacher	8.27	0.71	0.52	2,790	1.35	1.84
Plan to continue teaching	64.44	2.73	2.04	550	1.34	1.79
Considered teaching of those who have never taught	48.48	1.37	1.03	2,350	1.33	1.76
Occupational category is 'Educator'	16.80	0.98	0.72	2,730	1.36	1.86
Took work/professional-related classes	41.07	1.10	0.93	2,790	1.18	1.38
Took classes for personal enrichment	19.10	0.95	0.74	2,790	1.27	1.62
Used lifetime learning tax credit in 2002	10.59	0.89	0.61	2,550	1.46	2.14
Have a disability	3.13	0.45	0.33	2,760	1.36	1.84
Summary Statistics						
Mean					1.42	2.06
Minimum					1.04	1.09
Maximum					2.04	4.15

NOTE: SE = Standard Error; SRS = Simple Random Sample; N = Respondent sample size; DEFT = Root Design Effect; DEFF = Design Effect.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Appendix H
Item Nonresponse Bias Tables

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Table H-1. Comparison of item respondents and nonrespondents for "Certificate 2: time spent" (B3CTAMT2): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	50	40	10	27.99	25.76	37.07	-2.24
22	40	30	10	22.21	22.12	22.57	-0.09
23	30	20	10	13.77	14.94	9.03	1.17
24 to 27	30	20	10	16.85	17.15	15.63	0.30
28 or older	40	30	10	19.17	20.03	15.71	0.85
Race/ethnicity							
White, non-Hispanic	160	130	10	77.40	83.12	54.20	5.72
Black or African American, non-Hispanic	20	10	10	9.54	8.67	13.07	-0.87
Hispanic	10	10	#	5.65	5.73	5.34	0.08
Asian/Native Hawaiian/Other Pacific Islander	10	#	#	6.28	1.08	27.38	-5.20
American Indian/Alaska Native	#	#	#	1.12	1.40	#	0.28
Gender							
Male	90	80	10	50.03	51.91	42.41	1.88
Female	100	70	30	49.97	48.09	57.59	-1.88
Institution control							
Public	120	90	30	65.43	65.37	65.68	-0.06
Private, not-for-profit	60	50	20	31.62	30.95	34.32	-0.67
Private, for-profit	#	#	#	2.95	3.68	#	0.73
Region							
New England	10	10	#	5.46	6.31	2.00	0.85
Mid East	30	20	10	21.21	19.51	28.10	-1.70
Great Lakes	30	20	10	13.38	13.75	11.90	0.37
Plains	10	10	#	6.26	4.77	12.33	-1.49
Southeast	60	50	10	29.16	29.92	26.06	0.76
Southwest	20	10	#	11.09	12.54	5.22	1.45
Rocky Mountains	10	10	#	2.18	2.51	0.81	0.34
Far west	20	10	10	9.35	9.63	8.24	0.27
Outlying areas	#	#	#	1.91	1.06	5.34	-0.85

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-2. Comparison of item respondents and nonrespondents for "Total hours to complete certification 2"(B3CTCOM2): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	50	40	10	27.99	25.76	37.07	-2.24
22	40	30	10	22.21	22.12	22.57	-0.09
23	30	20	10	13.77	14.94	9.03	1.17
24 to 27	30	20	10	16.85	17.15	15.63	0.30
28 or older	40	30	10	19.17	20.03	15.71	0.85
Race/ethnicity							
White, non-Hispanic	160	130	30	77.40	83.12	54.20	5.72
Black or African American, non-Hispanic	20	10	10	9.54	8.67	13.07	-0.87
Hispanic	10	10	#	5.65	5.73	5.34	0.08
Asian/Native Hawaiian/Other Pacific Islander	10	#	#	6.28	1.08	27.38	-5.20
American Indian/Alaska Native	#	#	#	1.12	1.40	#	0.28
Gender							
Male	90	80	10	50.03	51.91	42.41	1.88
Female	100	70	30	49.97	48.09	57.59	-1.88
Institution control							
Public	120	90	30	65.43	65.37	65.68	-0.06
Private, not-for-profit	60	50	20	31.62	30.95	34.32	-0.67
Private, for-profit	#	#	#	2.95	3.68	#	0.73
Region							
New England	10	10	#	5.46	6.31	2.00	0.85
Mid East	30	20	10	21.21	19.51	28.10	-1.70
Great Lakes	30	20	10	13.38	13.75	11.90	0.37
Plains	10	10	#	6.26	4.77	12.33	-1.49
Southeast	60	50	10	29.16	29.92	26.06	0.76
Southwest	20	10	#	11.09	12.54	5.22	1.45
Rocky Mountains	10	10	#	2.18	2.51	0.81	0.34
Far west	20	10	10	9.35	9.63	8.24	0.27
Outlying areas	#	#	#	1.91	1.06	5.34	-0.85

\# Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-3. Comparison of item respondents and nonrespondents for "Certificate 1: expect to complete" (B3CTEXP1): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	160	100	50	24.12	22.53	28.54	-1.60
22	160	120	50	25.49	25.43	25.66	-0.06
23	70	50	30	10.88	11.02	10.48	0.14
24 to 27	90	70	20	16.61	17.30	14.72	0.69
28 or older	120	80	40	22.89	23.72	20.60	0.83
Race/ethnicity							
White, non-Hispanic	500	330	160	78.15	77.02	81.26	-1.13
Black or African American, non-Hispanic	50	40	10	8.93	10.49	4.65	1.55
Hispanic	30	30	10	6.47	7.52	3.56	1.05
Asian/Native Hawaiian/Other Pacific Islander	20	10	10	5.78	4.60	9.06	-1.18
American Indian/Alaska Native	#	#	#	0.67	0.38	1.48	-0.29
Gender							
Male	220	170	40	39.82	44.21	27.67	4.39*
Female	390	240	150	60.18	55.79	72.33	-4.39*
Institution control							
Public	420	290	130	71.41	71.97	69.84	0.56
Private, not-for-profit	190	120	60	27.94	27.14	30.16	-0.80
Private, for-profit	#	#	#	0.66	0.89	#	0.24
Region							
New England	40	20	20	6.88	6.35	8.33	-0.53
Mid East	120	80	40	18.77	18.03	20.80	-0.74
Great Lakes	90	70	20	13.59	14.54	10.96	0.95
Plains	60	40	20	13.61	13.59	13.65	-0.02
Southeast	140	100	50	20.30	19.70	21.97	-0.60
Southwest	60	40	20	7.26	6.93	8.17	-0.33
Rocky Mountains	20	10	10	3.21	2.60	4.89	-0.61
Far west	80	60	20	15.89	18.05	9.95	2.15
Outlying areas	#	#	#	0.49	0.22	1.26	-0.28

\# Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-4. Comparison of item respondents and nonrespondents for "Certificate 2: unit of time" (B3CTTIM2): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	50	40	10	27.99	26.36	34.48	-1.64
22	40	30	10	22.21	21.27	25.94	-0.94
23	30	20	10	13.77	15.02	8.85	1.24
24 to 27	30	20	10	16.85	17.24	15.32	0.39
28 or older	40	30	10	19.17	20.13	15.40	0.95
Race/ethnicity							
White, non-Hispanic	160	130	30	77.40	83.04	55.10	5.63
Black or African American, non-Hispanic	20	10	10	9.54	8.71	12.82	-0.83
Hispanic	10	10	#	5.65	5.76	5.24	0.10
Asian/Native Hawaiian/Other Pacific Islander	10	#	#	6.28	1.09	26.84	-5.20
American Indian/Alaska Native	#	#	#	1.12	1.40	#	0.28
Gender							
Male	90	80	10	50.03	51.20	45.40	1.17
Female	100	70	30	49.97	48.80	54.60	-1.17
Institution control							
Public	120	100	30	65.43	66.16	62.53	0.73
Private, not-for-profit	60	50	20	31.62	31.11	33.65	-0.51
Private, for-profit	#	#	#	2.95	2.73	3.82	-0.22
Region							
New England	10	10	#	5.46	6.34	1.96	0.88
Mid East	30	20	10	21.21	19.61	27.55	-1.60
Great Lakes	30	20	10	13.38	13.32	13.63	-0.06
Plains	10	10	#	6.26	4.79	12.09	-1.47
Southeast	60	50	10	29.16	30.07	25.55	0.91
Southwest	20	10	#	11.09	12.60	5.11	1.51
Rocky Mountains	10	#	#	2.18	2.53	0.79	0.35
Far west	20	10	10	9.35	9.67	8.08	0.32
Outlying areas	#	#	#	1.91	1.07	5.24	-0.84

Rounds to zero.

*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.

NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-5. Comparison of item respondents and nonrespondents for "Graduate: date earned degree 2" (B3GRZEMY): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	70	60	10	36.14	38.44	26.49	2.30
22	40	40	10	26.34	28.41	17.65	2.07
23	20	10	10	12.65	12.42	13.64	-0.24
24 to 27	20	10	#	7.35	6.86	9.42	-0.49
28 or older	20	10	10	17.52	13.88	32.80	-3.64
Race/ethnicity							
White, non-Hispanic	150	120	30	81.97	81.66	83.30	-0.31
Black or African American, non-Hispanic	10	#	#	3.56	3.43	4.13	-0.13
Hispanic	10	10	#	2.84	2.91	2.57	0.06
Asian/Native Hawaiian/Other Pacific Islander	10	10	#	11.62	12.00	10.00	0.38
American Indian/Alaska Native	#	#	#	#	#	#	#
Gender							
Male	90	70	10	57.54	59.66	48.55	2.13
Female	80	60	20	42.46	40.34	51.45	-2.13
Institution control							
Public	90	70	20	60.40	61.75	54.72	1.35
Private, not-for-profit	80	60	20	39.60	38.25	45.28	-1.35
Private, for-profit	#	#	#	#	#	#	#
Region							
New England	20	20	10	13.88	11.33	24.57	-2.55
Mid East	30	30	10	19.94	21.06	15.24	1.12
Great Lakes	20	10	10	11.52	11.79	10.39	0.27
Plains	20	10	#	16.80	17.80	12.60	1.00
Southeast	40	30	10	16.30	15.79	18.44	-0.51
Southwest	20	10	#	8.36	7.63	11.41	-0.73
Rocky Mountains	#	#	#	1.50	1.18	2.81	-0.31
Far west	20	20	#	11.71	13.42	4.55	1.71
Outlying areas	#	#	#	#	#	#	#

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-6. Comparison of item respondents and nonrespondents for "Graduate 1: when plan to return" (B3GRRE1): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	40	30	10	26.74	24.33	32.49	-2.41
22	40	30	10	31.20	33.13	26.59	1.93
23	20	10	#	12.20	13.97	7.98	1.77
24 to 27	20	10	10	12.71	13.51	10.81	0.80
28 or older	20	10	10	17.15	15.06	22.13	-2.09
Race/ethnicity							
White, non-Hispanic	120	80	30	82.21	81.92	82.92	-0.30
Black or African American, non-Hispanic	10	10	#	8.66	9.82	5.90	1.16
Hispanic	10	10	#	5.05	6.21	2.29	1.16
Asian/Native Hawaiian/Other Pacific Islander	#	#	#	4.08	2.06	8.89	-2.02
American Indian/Alaska Native	#	#	#	#	#	#	#
Gender							
Male	60	50	20	44.02	42.28	48.18	-1.74
Female	80	60	20	55.98	57.72	51.82	1.74
Institution control							
Public	100	70	30	65.88	65.80	66.07	-0.08
Private, not-for-profit	50	30	10	34.12	34.20	33.93	0.08
Private, for-profit	#	#	#	#	#	#	#
Region							
New England	10	#	#	4.69	2.96	8.83	-1.73
Mid East	20	20	10	16.81	18.54	12.69	1.73
Great Lakes	20	20	10	16.86	14.77	21.84	-2.09
Plains	20	10	#	13.80	11.77	18.67	-2.04
Southeast	50	40	10	30.53	34.77	20.42	4.24
Southwest	10	10	#	6.91	6.15	8.73	-0.76
Rocky Mountains	#	#	#	1.56	1.17	2.50	-0.39
Far west	10	10	#	7.07	7.37	6.33	0.31
Outlying areas	#	#	#	1.77	2.51	#	0.74

Rounds to zero.

*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.

NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-7. Comparison of item respondents and nonrespondents for "Master's degree type at grad school 2" (B3MSTR2): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondents	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	70	60	10	40.34	44.47	24.23	4.14
22	40	30	10	19.80	2#	19.03	0.20
23	20	20	#	13.85	14.28	12.15	0.43
24 to 27	20	10	#	10.23	10.77	8.13	0.54
28 or older	20	10	10	15.79	10.48	36.46	-5.31
Race/ethnicity							
White, non-Hispanic	140	110	30	81.69	81.61	82.00	-0.08
Black or African American, non-Hispanic	10	10	#	5.38	5.62	4.45	0.24
Hispanic	10	10	#	3.88	4.17	2.78	0.28
Asian/Native Hawaiian/Other Pacific Islander	#	#	#	8.58	8.02	10.78	-0.56
American Indian/Alaska Native	#	#	#	0.46	0.58	#	0.12
Gender							
Male	70	60	10	48.79	49.60	45.64	0.81
Female	90	70	20	51.21	50.40	54.36	-0.81
Institution control							
Public	90	70	20	56.87	58.23	51.59	1.36
Private, not-for-profit	80	60	20	42.77	41.32	48.41	-1.45
Private, for-profit	#	#	#	0.36	0.46	#	0.09
Region							
New England	30	20	10	15.02	12.46	24.98	-2.56
Mid East	30	30	10	17.58	18.84	12.68	1.26
Great Lakes	20	20	10	13.86	14.54	11.20	0.68
Plains	20	10	#	16.66	17.45	13.58	0.79
Southeast	40	30	10	17.82	17.94	17.33	0.13
Southwest	10	10	#	8.36	7.34	12.30	-1.01
Rocky Mountains	#	#	#	0.77	0.19	3.03	-0.58
Far west	20	20	#	9.39	10.54	4.90	1.15
Outlying areas	#	#	#	0.55	0.69	#	0.14

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-8. Comparison of item respondents and nonrespondents for "Graduate: still working toward degree 2" (B3STLG2): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	40	30	10	29.17	31.01	24.50	1.84
22	30	20	10	19.47	19.56	19.24	0.09
23	20	10	#	14.01	14.68	12.29	0.68
24 to 27	10	10	#	7.90	7.78	8.22	-0.12
28 or older	30	20	10	29.45	26.96	35.75	-2.48
Race/ethnicity							
White, non-Hispanic	90	70	30	74.74	71.96	81.80	-2.78
Black or African American, non-Hispanic	10	10	#	8.54	10.13	4.50	1.59
Hispanic	10	10	#	9.85	12.63	2.81	2.78
Asian/Native Hawaiian/Other Pacific Islander	10	#	#	6.22	4.38	10.90	-1.84
American Indian/Alaska Native	#	#	#	0.64	0.90	#	0.25
Gender							
Male	40	30	10	33.21	28.12	46.14	-5.09
Female	80	60	20	66.79	71.88	53.86	5.09
Institution control							
Public	70	50	20	55.72	57.13	52.16	1.40
Private, not-for-profit	50	40	10	43.77	42.17	47.84	-1.60
Private, for-profit	#	#	#	0.51	0.71	#	0.20
Region							
New England	20	10	10	12.22	7.08	25.26	-5.14
Mid East	20	10	10	13.38	14.04	11.71	0.66
Great Lakes	20	20	10	19.67	22.96	11.33	3.29
Plains	10	10	#	7.87	5.57	13.73	-2.31
Southeast	30	20	10	27.63	31.62	17.52	3.98
Southwest	10	10	#	6.49	4.14	12.44	-2.34
Rocky Mountains	#	#	#	1.54	0.94	3.06	-0.60
Far west	20	10	#	10.43	12.58	4.96	2.16
Outlying areas	#	#	#	0.77	1.08	#	0.30

\# Rounds to zero.

*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.

NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-9. Comparison of item respondents and nonrespondents for "Current job: hours non-primary job" (B3CUROTH): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	240	200	40	24.14	24.39	22.77	0.25
22	240	210	30	26.69	25.72	32.00	-0.97
23	100	90	20	10.58	9.72	15.33	-0.87
24 to 27	150	130	20	14.60	15.20	11.36	0.59
28 or older	200	180	20	23.99	24.99	18.54	0.99
Race/ethnicity							
White, non-Hispanic	780	680	100	82.99	84.63	73.98	1.64
Black or African American, non-Hispanic	80	70	10	9.67	9.39	11.18	-0.28
Hispanic	40	40	10	3.21	3.26	2.92	0.05
Asian/Native Hawaiian/Other Pacific Islander	20	20	10	3.39	1.99	11.02	-1.39
American Indian/Alaska Native	10	10	#	0.75	0.73	0.90	-0.03
Gender							
Male	410	360	50	48.52	48.98	45.99	0.46
Female	520	450	80	51.48	51.02	54.01	-0.46
Institution control							
Public	590	520	70	65.93	67.59	56.84	1.66
Private, not-for-profit	330	280	50	32.19	30.24	42.90	-1.95
Private, for-profit	10	10	#	1.88	2.17	0.26	0.30
Region							
New England	80	70	10	8.16	7.99	9.09	-0.17
Mid East	140	120	20	15.78	16.48	11.91	0.70
Great Lakes	140	120	10	15.71	16.28	12.61	0.57
Plains	100	80	20	10.40	10.17	11.64	-0.23
Southeast	240	210	30	24.54	23.57	29.85	-0.97
Southwest	90	70	10	9.19	9.23	9.00	0.04
Rocky Mountains	40	40	#	3.65	3.89	2.34	0.24
Far west	100	90	10	11.99	11.74	13.33	-0.25
Outlying areas	10	10	#	0.59	0.65	0.23	0.06

\# Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-10. Comparison of item respondents and nonrespondents for "Looking for work while unemployed 3" (B3LOOK3): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	100	80	20	24.18	24.33	23.66	0.16
22	100	90	10	25.17	24.69	26.75	-0.48
23	50	40	10	12.04	12.84	9.40	0.79
24 to 27	60	50	10	17.37	19.65	9.75	2.29
28 or older	70	60	20	21.24	18.49	30.44	-2.76
Race/ethnicity							
White, non-Hispanic	310	260	50	79.06	83.46	64.30	4.40
Black or African American, non-Hispanic	30	20	10	7.28	7.03	8.13	-0.25
Hispanic	20	20	10	7.30	4.77	15.79	-2.53
Asian/Native Hawaiian/Other Pacific Islander	10	10	#	5.61	4.18	10.41	-1.43
American Indian/Alaska Native	#	#	#	0.74	0.56	1.36	-0.18
Gender							
Male	110	80	20	32.75	31.13	38.21	-1.63
Female	280	230	50	67.25	68.87	61.79	1.63
Institution control							
Public	240	200	40	61.75	63.36	56.34	1.61
Private, not-for-profit	140	110	30	37.17	35.58	42.51	-1.59
Private, for-profit	#	#	#	1.08	1.06	1.15	-0.02
Region							
New England	30	20	10	8.23	5.57	17.07	-2.65
Mid East	60	50	10	18.79	19.60	16.11	0.81
Great Lakes	50	50	10	12.12	12.64	10.38	0.52
Plains	30	30	10	5.84	5.46	7.11	-0.38
Southeast	90	80	20	20.42	20.22	21.07	-0.20
Southwest	30	30	10	10.01	10.45	8.54	0.44
Rocky Mountains	20	20	0	6.70	8.71	#	2.01*
Far west	60	40	10	17.14	16.98	17.66	-0.16
Outlying areas	10	#	#	0.76	0.37	2.06	-0.39

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-11. Comparison of item respondents and nonrespondents for "Looking for work while unemployed 4" (B3LOOK4): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	70	50	20	26.12	27.62	23.31	1.50
22	60	50	10	26.88	25.99	28.57	-0.90
23	30	20	10	10.59	11.70	8.52	1.11
24 to 27	30	20	10	12.27	13.68	9.61	1.42
28 or older	60	40	20	24.14	21.02	3#	-3.12
Race/ethnicity							
White, non-Hispanic	210	160	50	77.99	84.55	65.57	6.56
Black or African American, non-Hispanic	20	10	10	5.62	4.76	7.26	-0.87
Hispanic	20	10	10	8.30	4.47	15.56	-3.84
Asian/Native Hawaiian/Other Pacific Islander	10	10	#	7.24	5.65	10.26	-1.60
American Indian/Alaska Native	#	#	#	0.84	0.58	1.34	-0.27
Gender							
Male	70	40	30	30.15	25.02	39.86	-5.13
Female	190	140	50	69.85	74.98	60.14	5.13
Institution control							
Public	150	110	40	59.24	60.43	56.98	1.19
Private, not-for-profit	100	70	30	40.37	39.57	41.89	-0.80
Private, for-profit	#	#	#	0.39	#	1.13	-0.39
Region							
New England	30	20	10	11.75	9.05	16.82	-2.70
Mid East	40	30	10	18.28	19.55	15.87	1.28
Great Lakes	30	20	10	9.61	9.29	10.23	-0.33
Plains	20	20	10	6.15	5.69	7.01	-0.46
Southeast	60	40	20	18.13	17.13	20.01	-1.00
Southwest	20	20	10	8.97	9.27	8.42	0.29
Rocky Mountains	10	10	#	7.64	11.71	#	4.07
Far west	40	30	10	18.52	17.94	19.61	-0.58
Outlying areas	#	#	#	0.95	0.37	2.03	-0.58

Rounds to zero.

*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.

NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-12. Comparison of item respondents and nonrespondents for "Looking for work while unemployed 5" (B3LOOK5): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	60	30	20	24.57	24.87	24.14	0.30
22	50	40	10	28.13	29.00	26.85	0.87
23	30	20	10	11.17	12.88	8.67	1.71
24 to 27	20	10	10	11.51	12.69	9.79	1.18
28 or older	50	30	20	24.63	20.56	30.55	-4.06
Race/ethnicity							
White, non-Hispanic	170	120	50	79.52	89.43	64.93	9.91
Black or African American, non-Hispanic	10	10	10	5.39	4.03	7.40	-1.36
Hispanic	10	#	10	9.10	4.51	15.85	-4.59
Asian/Native Hawaiian/Other Pacific Islander	10	#	#	4.98	1.27	10.45	-3.71
American Indian/Alaska Native	#	#	#	1.00	0.76	1.37	-0.25
Gender							
Male	50	30	20	27.81	20.65	38.35	-7.16
Female	160	110	50	72.19	79.35	61.65	7.16
Institution control							
Public	130	90	40	60.68	64.01	55.79	3.32
Private, not-for-profit	80	50	30	38.85	35.99	43.06	-2.86
Private, for-profit	#	#	#	0.47	#	1.15	-0.47
Region							
New England	20	10	10	11.62	7.84	17.13	-3.78
Mid East	30	20	10	15.90	15.71	16.17	-0.19
Great Lakes	30	20	10	10.82	10.83	10.81	0.01
Plains	20	10	10	5.42	4.25	7.14	-1.18
Southeast	50	30	20	20.03	19.78	20.39	-0.25
Southwest	20	10	10	8.92	9.15	8.57	0.24
Rocky Mountains	10	10	#	7.04	11.87	#	4.83
Far west	30	20	10	19.41	20.56	17.73	1.15
Outlying areas	#	#	#	0.84	#	2.07	-0.84

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-13. Comparison of item respondents and nonrespondents for "Looking for work while unemployed 6" (B3LOOK6): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	50	30	20	24.13	24.20	24.05	0.07
22	50	40	10	30.16	32.52	27.19	2.36
23	20	10	10	9.86	11.43	7.90	1.56
24 to 27	20	10	10	12.07	13.79	9.91	1.72
28 or older	40	20	20	23.78	18.06	30.94	-5.72
Race/ethnicity							
White, non-Hispanic	150	100	50	78.78	90.05	64.48	11.27
Black or African American, non-Hispanic	10	10	10	5.71	4.30	7.49	-1.41
Hispanic	10	#	10	8.90	3.26	16.06	-5.64
Asian/Native Hawaiian/Other Pacific Islander	10	#	#	5.50	1.50	10.58	-4.01
American Indian/Alaska Native	#	#	#	1.11	0.89	1.39	-0.22
Gender							
Male	40	20	20	27.29	18.18	38.84	-9.11
Female	140	90	50	72.71	81.82	61.16	9.11
Institution control							
Public	110	70	40	59.74	62.99	55.62	3.25
Private, not-for-profit	70	40	30	39.75	37.01	43.22	-2.74
Private, for-profit	#	#	#	0.52	#	1.17	-0.52
Region							
New England	20	10	10	12.16	8.02	17.35	-4.14
Mid East	30	20	10	14.74	13.44	16.38	-1.30
Great Lakes	30	20	10	11.54	12.34	10.55	0.79
Plains	10	10	10	5.85	4.75	7.23	-1.10
Southeast	50	30	20	20.48	21.06	19.76	0.58
Southwest	20	10	10	9.13	9.49	8.68	0.36
Rocky Mountains	10	10	#	7.45	13.40	#	5.95
Far west	30	10	10	17.70	17.50	17.96	-0.20
Outlying areas	#	#	#	0.93	#	2.09	-0.93

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-14. Comparison of item respondents and nonrespondents for "Looking for work while unemployed 7" (B3LOOK7): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	50	30	20	23.94	24.72	23.09	0.78
22	40	30	10	29.64	30.41	28.80	0.77
23	20	10	10	9.21	10.52	7.80	1.30
24 to 27	20	10	10	12.45	14.91	9.78	2.46
28 or older	40	20	20	24.76	19.44	30.54	-5.31
Race/ethnicity							
White, non-Hispanic	140	90	50	77.90	91.43	62.99	13.53
Black or African American, non-Hispanic	10	#	10	5.58	2.15	9.36	-3.43
Hispanic	10	#	10	9.48	3.70	15.84	-5.78
Asian/Native Hawaiian/Other Pacific Islander	10	#	#	5.86	1.70	10.44	-4.16
American Indian/Alaska Native	#	#	#	1.18	1.01	1.37	-0.17
Gender							
Male	40	10	20	25.61	14.07	38.33	-11.54
Female	130	90	50	74.39	85.93	61.67	11.54
Institution control							
Public	100	60	40	60.30	63.43	56.85	3.13
Private, not-for-profit	60	40	30	39.15	36.57	42.00	-2.58
Private, for-profit	#	#	#	0.55	#	1.15	-0.55
Region							
New England	10	10	10	10.87	5.72	16.47	-5.16
Mid East	30	10	10	15.41	14.72	16.16	-0.69
Great Lakes	20	20	10	11.54	12.58	10.41	1.04
Plains	10	10	10	6.05	5.04	7.13	-1.00
Southeast	50	30	20	20.94	20.46	21.47	-0.48
Southwest	20	10	10	8.59	8.62	8.57	0.02
Rocky Mountains	10	10	#	7.94	15.25	#	7.30
Far west	20	10	10	17.67	17.62	17.72	-0.05
Outlying areas	#	#	#	0.99	#	2.07	-0.99

\# Rounds to zero.

*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.

NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-15. Comparison of item respondents and nonrespondents for "Declined offer: low salary/benefits" (B3NOACA): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	30	10	20	22.89	30.42	21.17	7.53
22	30	10	20	36.48	34.03	37.05	-2.46
23	10	#	10	8.81	16.65	7.02	7.83
24 to 27	20	#	10	11.37	8.27	12.08	-3.10
28 or older	20	#	20	20.44	10.64	22.70	-9.81
Race/ethnicity							
White, non-Hispanic	80	20	60	69.71	80.07	67.34	10.36
Black or African American, non-Hispanic	10	#	10	6.69	5.28	7.01	-1.40
Hispanic	10	#	10	12.97	14.64	12.59	1.67
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	9.51	#	11.69	-9.51
American Indian/Alaska Native	#	#	#	1.12	#	1.38	-1.12
Gender							
Male	40	10	30	34.00	28.52	35.26	-5.48
Female	70	20	50	66.00	71.48	64.74	5.48
Institution control							
Public	60	10	50	53.49	41.53	56.23	-11.96
Private, not-for-profit	40	10	30	46.51	58.47	43.77	11.96
Private, for-profit	#	#	#	#	#	#	#
Region							
New England	10	#	10	17.46	4.92	20.34	-12.54
Mid East	20	#	20	21.39	19.49	21.83	-1.90
Great Lakes	10	10	10	11.45	14.13	10.84	2.68
Plains	10	#	10	8.54	15.74	6.88	7.20
Southeast	20	10	10	17.19	33.41	13.47	16.21
Southwest	10	#	10	8.27	2.77	9.53	-5.50
Rocky Mountains	#	#	#	1.01	#	1.25	-1.01
Far west	10	#	10	12.41	4.08	14.32	-8.33
Outlying areas	#	#	#	2.28	5.46	1.55	3.19

\# Rounds to zero.

*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.

NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-16. Comparison of item respondents and nonrespondents for "Declined offer: accepted other job" (B3NOACB): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	30	10	20	22.89	30.42	21.17	7.53
22	30	10	20	36.48	34.03	37.05	-2.46
23	10	#	10	8.81	16.65	7.02	7.83
24 to 27	20	#	10	11.37	8.27	12.08	-3.10
28 or older	20	#	20	20.44	10.64	22.70	-9.81
Race/ethnicity							
White, non-Hispanic	80	20	60	69.71	80.07	67.34	10.36
Black or African American, non-Hispanic	10	#	10	6.69	5.28	7.01	-1.40
Hispanic	10	#	10	12.97	14.64	12.59	1.67
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	9.51	#	11.69	-9.51
American Indian/Alaska Native	#	#	#	1.12	#	1.38	-1.12
Gender							
Male	40	10	30	34.00	28.52	35.26	-5.48
Female	70	20	50	66.00	71.48	64.74	5.48
Institution control							
Public	60	10	50	53.49	41.53	56.23	-11.96
Private, not-for-profit	40	10	30	46.51	58.47	43.77	11.96
Private, for-profit	#	#	#	#	#	#	#
Region							
New England	10	#	10	17.46	4.92	20.34	-12.54
Mid East	20	#	20	21.39	19.49	21.83	-1.90
Great Lakes	10	10	10	11.45	14.13	10.84	2.68
Plains	10	#	10	8.54	15.74	6.88	7.20
Southeast	20	10	10	17.19	33.41	13.47	16.21
Southwest	10	#	10	8.27	2.77	9.53	-5.50
Rocky Mountains	#	#	#	1.01	#	1.25	-1.01
Far west	10	#	10	12.41	4.08	14.32	-8.33
Outlying areas	#	#	#	2.28	5.46	1.55	3.19

Rounds to zero.

*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.

NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-17. Comparison of item respondents and nonrespondents for "Declined offer: other job more pay" (B3NOACC): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	30	10	20	22.89	30.42	21.17	7.53
22	30	10	20	36.48	34.03	37.05	-2.46
23	10	#	10	8.81	16.65	7.02	7.83
24 to 27	20	#	10	11.37	8.27	12.08	-3.10
28 or older	20	#	20	20.44	10.64	22.70	-9.81
Race/ethnicity							
White, non-Hispanic	80	20	60	69.71	80.07	67.34	10.36
Black or African American, non-Hispanic	10	#	10	6.69	5.28	7.01	-1.40
Hispanic	10	#	10	12.97	14.64	12.59	1.67
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	9.51	#	11.69	-9.51
American Indian/Alaska Native	#	#	#	1.12	#	1.38	-1.12
Gender							
Male	40	10	30	34.00	28.52	35.26	-5.48
Female	70	20	50	66.00	71.48	64.74	5.48
Institution control							
Public	60	10	50	53.49	41.53	56.23	-11.96
Private, not-for-profit	40	10	30	46.51	58.47	43.77	11.96
Private, for-profit	#	#	#	#	#	#	#
Region							
New England	10	#	10	17.46	4.92	20.34	-12.54
Mid East	20	#	20	21.39	19.49	21.83	-1.90
Great Lakes	10	10	10	11.45	14.13	10.84	2.68
Plains	10	#	10	8.54	15.74	6.88	7.20
Southeast	20	10	10	17.19	33.41	13.47	16.21
Southwest	10	#	10	8.27	2.77	9.53	-5.50
Rocky Mountains	#	#	#	1.01	#	1.25	-1.01
Far west	10	#	10	12.41	4.08	14.32	-8.33
Outlying areas	#	#	#	2.28	5.46	1.55	3.19

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-18. Comparison of item respondents and nonrespondents for "Declined offer: other job interesting" (B3NOACD): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	30	10	20	22.89	30.42	21.17	7.53
22	30	10	20	36.48	34.03	37.05	-2.46
23	10	#	10	8.81	16.65	7.02	7.83
24 to 27	20	#	10	11.37	8.27	12.08	-3.10
28 or older	20	#	20	20.44	10.64	22.70	-9.81
Race/ethnicity							
White, non-Hispanic	80	20	60	69.71	80.07	67.34	10.36
Black or African American, non-Hispanic	10	#	10	6.69	5.28	7.01	-1.40
Hispanic	10	#	10	12.97	14.64	12.59	1.67
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	9.51	#	11.69	-9.51
American Indian/Alaska Native	#	#	#	1.12	#	1.38	-1.12
Gender							
Male	40	10	30	34.00	28.52	35.26	-5.48
Female	70	20	50	66.00	71.48	64.74	5.48
Institution control							
Public	60	10	50	53.49	41.53	56.23	-11.96
Private, not-for-profit	40	10	30	46.51	58.47	43.77	11.96
Private, for-profit	#	#	#	#	#	#	#
Region							
New England	10	#	10	17.46	4.92	20.34	-12.54
Mid East	20	#	20	21.39	19.49	21.83	-1.90
Great Lakes	10	10	10	11.45	14.13	10.84	2.68
Plains	10	#	10	8.54	15.74	6.88	7.20
Southeast	20	10	10	17.19	33.41	13.47	16.21
Southwest	10	#	10	8.27	2.77	9.53	-5.50
Rocky Mountains	#	#	#	1.01	#	1.25	-1.01
Far west	10	#	10	12.41	4.08	14.32	-8.33
Outlying areas	#	#	#	2.28	5.46	1.55	3.19

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-19. Comparison of item respondents and nonrespondents for "Declined offer: too far from home" (B3NOACE): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	30	10	20	22.89	30.42	21.17	7.53
22	30	10	20	36.48	34.03	37.05	-2.46
23	10	#	10	8.81	16.65	7.02	7.83
24 to 27	20	#	10	11.37	8.27	12.08	-3.10
28 or older	20	#	20	20.44	10.64	22.70	-9.81
Race/ethnicity							
White, non-Hispanic	80	20	60	69.71	80.07	67.34	10.36
Black or African American, non-Hispanic	10	#	10	6.69	5.28	7.01	-1.40
Hispanic	10	#	10	12.97	14.64	12.59	1.67
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	9.51	#	11.69	-9.51
American Indian/Alaska Native	#	#	#	1.12	#	1.38	-1.12
Gender							
Male	40	10	30	34.00	28.52	35.26	-5.48
Female	70	20	50	66.00	71.48	64.74	5.48
Institution control							
Public	60	10	50	53.49	41.53	56.23	-11.96
Private, not-for-profit	40	10	30	46.51	58.47	43.77	11.96
Private, for-profit	#	#	#	#	#	#	#
Region							
New England	10	#	10	17.46	4.92	20.34	-12.54
Mid East	20	#	20	21.39	19.49	21.83	-1.90
Great Lakes	10	10	10	11.45	14.13	10.84	2.68
Plains	10	#	10	8.54	15.74	6.88	7.20
Southeast	20	10	10	17.19	33.41	13.47	16.21
Southwest	10	#	10	8.27	2.77	9.53	-5.50
Rocky Mountains	#	#	#	1.01	#	1.25	-1.01
Far west	10	#	10	12.41	4.08	14.32	-8.33
Outlying areas	#	#	#	2.28	5.46	1.55	3.19

\# Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-20. Comparison of item respondents and nonrespondents for "Declined offer: dangerous/difficult" (B3NOACF): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	30	10	20	22.89	30.42	21.17	7.53
22	30	10	20	36.48	34.03	37.05	-2.46
23	10	#	10	8.81	16.65	7.02	7.83
24 to 27	20	#	10	11.37	8.27	12.08	-3.10
28 or older	20	#	20	20.44	10.64	22.70	-9.81
Race/ethnicity							
White, non-Hispanic	80	20	60	69.71	80.07	67.34	10.36
Black or African American, non-Hispanic	10	#	10	6.69	5.28	7.01	-1.40
Hispanic	10	#	10	12.97	14.64	12.59	1.67
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	9.51	#	11.69	-9.51
American Indian/Alaska Native	#	#	#	1.12	#	1.38	-1.12
Gender							
Male	40	10	30	34.00	28.52	35.26	-5.48
Female	70	20	50	66.00	71.48	64.74	5.48
Institution control							
Public	60	10	50	53.49	41.53	56.23	-11.96
Private, not-for-profit	40	10	30	46.51	58.47	43.77	11.96
Private, for-profit	#	#	#	#	#	#	#
Region							
New England	10	#	10	17.46	4.92	20.34	-12.54
Mid East	20	#	20	21.39	19.49	21.83	-1.90
Great Lakes	10	10	10	11.45	14.13	10.84	2.68
Plains	10	#	10	8.54	15.74	6.88	7.20
Southeast	20	10	10	17.19	33.41	13.47	16.21
Southwest	10	#	10	8.27	2.77	9.53	-5.50
Rocky Mountains	#	#	#	1.01	#	1.25	-1.01
Far west	10	#	10	12.41	4.08	14.32	-8.33
Outlying areas	#	#	#	2.28	5.46	1.55	3.19

\# Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-21. Comparison of item respondents and nonrespondents for "Declined offer: not qualified" (B3NOACG): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	30	10	20	22.89	30.42	21.17	7.53
22	30	10	20	36.48	34.03	37.05	-2.46
23	10	#	10	8.81	16.65	7.02	7.83
24 to 27	20	#	10	11.37	8.27	12.08	-3.10
28 or older	20	#	20	20.44	10.64	22.70	-9.81
Race/ethnicity							
White, non-Hispanic	80	20	60	69.71	80.07	67.34	10.36
Black or African American, non-Hispanic	10	#	10	6.69	5.28	7.01	-1.40
Hispanic	10	#	10	12.97	14.64	12.59	1.67
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	9.51	#	11.69	-9.51
American Indian/Alaska Native	#	#	#	1.12	#	1.38	-1.12
Gender							
Male	40	10	30	34.00	28.52	35.26	-5.48
Female	70	20	50	66.00	71.48	64.74	5.48
Institution control							
Public	60	10	50	53.49	41.53	56.23	-11.96
Private, not-for-profit	40	10	30	46.51	58.47	43.77	11.96
Private, for-profit	#	#	#	#	#	#	#
Region							
New England	10	#	10	17.46	4.92	20.34	-12.54
Mid East	20	#	20	21.39	19.49	21.83	-1.90
Great Lakes	10	10	10	11.45	14.13	10.84	2.68
Plains	10	#	10	8.54	15.74	6.88	7.20
Southeast	20	10	10	17.19	33.41	13.47	16.21
Southwest	10	#	10	8.27	2.77	9.53	-5.50
Rocky Mountains	#	#	#	1.01	#	1.25	-1.01
Far west	10	#	10	12.41	4.08	14.32	-8.33
Outlying areas	#	#	#	2.28	5.46	1.55	3.19

\# Rounds to zero.

*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.

NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-22. Comparison of item respondents and nonrespondents for "Declined offer: other" (B3NOACX): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	30	10	20	22.89	30.42	21.17	7.53
22	30	10	20	36.48	34.03	37.05	-2.46
23	10	#	10	8.81	16.65	7.02	7.83
24 to 27	20	#	10	11.37	8.27	12.08	-3.10
28 or older	20	#	20	20.44	10.64	22.70	-9.81
Race/ethnicity							
White, non-Hispanic	80	20	60	69.71	80.07	67.34	10.36
Black or African American, non-Hispanic	10	#	10	6.69	5.28	7.01	-1.40
Hispanic	10	#	10	12.97	14.64	12.59	1.67
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	9.51	#	11.69	-9.51
American Indian/Alaska Native	#	#	#	1.12	#	1.38	-1.12
Gender							
Male	40	10	30	34.00	28.52	35.26	-5.48
Female	70	20	50	66.00	71.48	64.74	5.48
Institution control							
Public	60	10	50	53.49	41.53	56.23	-11.96
Private, not-for-profit	40	10	30	46.51	58.47	43.77	11.96
Private, for-profit	#	#	#	#	#	#	#
Region							
New England	10	#	10	17.46	4.92	20.34	-12.54
Mid East	20	#	20	21.39	19.49	21.83	-1.90
Great Lakes	10	10	10	11.45	14.13	10.84	2.68
Plains	10	#	10	8.54	15.74	6.88	7.20
Southeast	20	10	10	17.19	33.41	13.47	16.21
Southwest	10	#	10	8.27	2.77	9.53	-5.50
Rocky Mountains	#	#	#	1.01	#	1.25	-1.01
Far west	10	#	10	12.41	4.08	14.32	-8.33
Outlying areas	#	#	#	2.28	5.46	1.55	3.19

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-23. Comparison of item respondents and nonrespondents for "Time as aide paid or unpaid" (B3AIDPAY): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	50	30	30	18.98	18.91	19.04	-0.08
22	60	40	20	30.99	30.52	31.36	-0.46
23	30	10	10	8.71	8.14	9.16	-0.56
24 to 27	30	20	20	14.72	14.57	14.84	-0.15
28 or older	50	30	20	26.61	27.85	25.59	1.25
Race/ethnicity							
White, non-Hispanic	180	90	80	77.65	83.51	72.92	5.85
Black or African American, non-Hispanic	20	10	10	7.78	10.39	5.68	2.60
Hispanic	10	10	10	7.25	3.01	10.67	-4.24
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	6.30	2.89	9.06	-3.41
American Indian/Alaska Native	#	#	#	1.01	0.21	1.67	-0.81
Gender							
Male	60	20	30	27.41	18.40	34.70	-9.01
Female	160	90	70	72.59	81.60	65.30	9.01
Institution control							
Public	140	70	70	59.37	63.66	55.91	4.28
Private, not-for-profit	80	40	40	40.63	36.34	44.09	-4.28
Private, for-profit	#	#	#	#	#	#	#
Region							
New England	20	10	10	11.27	7.18	14.58	-4.09
Mid East	50	30	20	23.42	25.91	21.41	2.49
Great Lakes	30	20	10	11.04	10.40	11.57	-0.64
Plains	20	10	10	11.41	12.06	10.88	0.65
Southeast	50	30	20	19.52	25.14	14.97	5.62
Southwest	20	10	10	8.71	7.64	9.57	-1.06
Rocky Mountains	10	#	#	2.11	2.80	1.56	0.68
Far west	30	10	10	11.64	8.42	14.24	-3.21
Outlying areas	#	#	#	0.88	0.45	1.23	-0.43

Rounds to zero.
*Item bias is significant at the $p<0.05/(c-1)$ level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-24. Comparison of item respondents and nonrespondents for "Took teacher's aide job to go permanent" (B3AIDREG): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	50	30	30	18.98	19.02	18.95	0.04
22	60	40	20	30.99	30.71	31.20	-0.27
23	30	10	10	8.71	8.19	9.11	-0.51
24 to 27	30	20	20	14.72	14.04	15.26	-0.68
28 or older	50	30	20	26.61	28.03	25.47	1.42
Race/ethnicity							
White, non-Hispanic	180	90	80	77.65	84.02	72.56	6.37
Black or African American, non-Hispanic	20	10	10	7.78	10.45	5.65	2.67
Hispanic	10	#	10	7.25	2.41	11.12	-4.84
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	6.30	2.91	9.02	-3.39
American Indian/Alaska Native	#	#	#	1.01	0.21	1.66	-0.81
Gender							
Male	60	20	30	27.41	18.51	34.52	-8.89
Female	160	90	70	72.59	81.49	65.48	8.89
Institution control							
Public	140	70	70	59.37	63.43	56.12	4.06
Private, not-for-profit	80	40	40	40.63	36.57	43.88	-4.06
Private, for-profit	#	#	#	#	#	#	#
Region							
New England	20	10	10	11.27	7.22	14.51	-4.05
Mid East	50	30	20	23.42	26.07	21.30	2.65
Great Lakes	30	20	10	11.04	10.47	11.51	-0.58
Plains	20	10	10	11.41	12.13	10.83	0.73
Southeast	50	30	20	19.52	24.67	15.39	5.15
Southwest	20	10	10	8.71	7.69	9.52	-1.02
Rocky Mountains	10	#	#	2.11	2.82	1.55	0.70
Far west	30	10	10	11.64	8.48	14.16	-3.16
Outlying areas	#	#	#	0.88	0.45	1.22	-0.43

Rounds to zero.
*Item bias is significant at the $p<0.05/(c-1)$ level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-25. Comparison of item respondents and nonrespondents for "Help new teachers: student discipline" (B3HLPAI): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	130	100	30	26.84	27.21	25.35	0.37
22	110	90	20	28.82	27.26	35.07	-1.57
23	50	40	10	12.09	13.24	7.51	1.15
24 to 27	50	40	10	12.21	12.02	12.97	-0.19
28 or older	70	60	10	20.04	20.27	19.10	0.24
Race/ethnicity							
White, non-Hispanic	340	280	60	77.71	80.90	65.01	3.19
Black or African American, non-Hispanic	40	30	10	9.32	9.76	7.57	0.44
Hispanic	20	20	10	8.03	6.36	14.66	-1.67
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	4.30	2.67	10.77	-1.63
American Indian/Alaska Native	#	#	#	0.65	0.32	1.98	-0.33
Gender							
Male	120	100	30	29.33	28.83	31.32	-0.50
Female	290	240	60	70.67	71.17	68.68	0.50
Institution control							
Public	250	200	50	64.84	66.77	57.18	1.93
Private, not-for-profit	160	130	30	35.05	33.09	42.82	-1.95
Private, for-profit	#	#	#	0.11	0.14	#	0.03
Region							
New England	40	30	10	9.14	7.27	16.55	-1.87
Mid East	80	70	20	19.58	19.65	19.30	0.07
Great Lakes	60	50	10	16.68	18.03	11.36	1.35
Plains	40	30	10	6.45	5.41	10.57	-1.04
Southeast	110	90	20	26.88	29.94	14.81	3.05
Southwest	40	30	10	9.63	9.63	9.64	#
Rocky Mountains	10	#	#	0.75	0.81	0.48	0.07
Far west	50	40	10	10.08	8.63	15.82	-1.45
Outlying areas	#	#	#	0.81	0.65	1.46	-0.16

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-26. Comparison of item respondents and nonrespondents for "Help new teachers: instructional methods" (B3HLPBI): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	130	100	30	26.84	27.43	24.55	0.59
22	110	90	20	28.82	27.58	33.65	-1.24
23	50	40	10	12.09	13.30	7.38	1.21
24 to 27	50	40	10	12.21	12.07	12.75	-0.14
28 or older	70	60	10	20.04	19.62	21.67	-0.42
Race/ethnicity							
White, non-Hispanic	340	280	60	77.71	79.64	70.16	1.94
Black or African American, non-Hispanic	40	30	10	9.32	10.01	6.63	0.69
Hispanic	20	20	#	8.03	7.35	10.68	-0.68
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	4.30	2.68	10.58	-1.62
American Indian/Alaska Native	#	#	#	0.65	0.32	1.95	-0.33
Gender							
Male	120	100	30	29.33	28.21	33.67	-1.12
Female	290	240	50	70.67	71.79	66.33	1.12
Institution control							
Public	250	200	50	64.84	67.32	55.20	2.48
Private, not-for-profit	160	130	30	35.05	32.54	44.80	-2.50
Private, for-profit	#	#	#	0.11	0.14	#	0.03
Region							
New England	40	30	10	9.14	7.30	16.26	-1.84
Mid East	80	70	20	19.58	18.82	22.52	-0.76
Great Lakes	60	50	10	16.68	18.11	11.17	1.43
Plains	40	30	10	6.45	5.43	10.39	-1.02
Southeast	110	90	20	26.88	30.32	13.56	3.44
Southwest	40	30	10	9.63	8.92	12.37	-0.71
Rocky Mountains	10	10	#	0.75	0.82	0.47	0.07
Far west	50	40	10	10.08	9.64	11.82	-0.45
Outlying areas	#	#	#	0.81	0.65	1.44	-0.16

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-27. Comparison of item respondents and nonrespondents for "Help new teachers: the curriculum" (B3HLPCI): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	130	100	20	26.84	28.08	21.77	1.24
22	110	90	20	28.82	27.34	34.89	-1.49
23	50	40	10	12.09	13.17	7.65	1.09
24 to 27	50	40	10	12.21	11.96	13.22	-0.25
28 or older	70	60	10	20.04	19.44	22.46	-0.59
Race/ethnicity							
White, non-Hispanic	340	280	60	77.71	79.83	69.06	2.12
Black or African American, non-Hispanic	40	30	10	9.32	9.92	6.88	0.60
Hispanic	20	20	#	8.03	7.28	11.07	-0.75
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	4.30	2.66	10.97	-1.64
American Indian/Alaska Native	#	#	#	0.65	0.31	2.02	-0.34
Gender							
Male	120	100	30	29.33	27.96	34.91	-1.37
Female	290	240	50	70.67	72.04	65.09	1.37
Institution control							
Public	250	200	50	64.84	67.61	53.55	2.77
Private, not-for-profit	160	130	30	35.05	32.25	46.45	-2.80
Private, for-profit	#	#	#	0.11	0.14	#	0.03
Region							
New England	40	30	10	9.14	7.23	16.86	-1.91
Mid East	80	70	20	19.58	19.55	19.66	-0.02
Great Lakes	60	50	10	16.68	17.94	11.58	1.26
Plains	40	30	10	6.45	5.38	10.77	-1.07
Southeast	110	90	20	26.88	30.05	14.06	3.17
Southwest	40	30	10	9.63	8.84	12.82	-0.79
Rocky Mountains	10	10	#	0.75	0.81	0.49	0.06
Far west	50	40	10	10.08	9.55	12.25	-0.54
Outlying areas	#	#	#	0.81	0.64	1.49	-0.17

Rounds to zero.

*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.

NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-28. Comparison of item respondents and nonrespondents for "Help new teachers: adjust" (B3HLPDI): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	130	100	20	26.84	27.88	22.45	1.04
22	110	90	20	28.82	27.14	35.97	-1.69
23	50	40	10	12.09	13.08	7.89	0.99
24 to 27	50	40	10	12.21	11.87	13.63	-0.34
28 or older	70	60	10	20.04	20.03	20.06	-0.01
Race/ethnicity							
White, non-Hispanic	340	290	60	77.71	79.98	68.10	2.27
Black or African American, non-Hispanic	40	30	10	9.32	9.85	7.09	0.53
Hispanic	20	20	#	8.03	7.23	11.41	-0.80
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	4.30	2.64	11.31	-1.66
American Indian/Alaska Native	#	#	#	0.65	0.31	2.08	-0.34
Gender							
Male	120	100	30	29.33	28.48	32.90	-0.84
Female	290	240	50	70.67	71.52	67.10	0.84
Institution control							
Public	250	200	50	64.84	67.12	55.21	2.28
Private, not-for-profit	160	130	30	35.05	32.74	44.79	-2.30
Private, for-profit	#	#	#	0.11	0.14	#	0.03
Region							
New England	40	30	10	9.14	7.18	17.39	-1.96
Mid East	80	70	20	19.58	19.41	20.27	-0.17
Great Lakes	60	50	10	16.68	17.81	11.94	1.13
Plains	40	30	10	6.45	5.34	11.11	-1.11
Southeast	110	90	20	26.88	29.83	14.50	2.95
Southwest	40	30	10	9.63	9.51	10.13	-0.12
Rocky Mountains	10	10	#	0.75	0.80	0.51	0.06
Far west	50	40	10	10.08	9.48	12.63	-0.61
Outlying areas	#	#	#	0.81	0.64	1.53	-0.17

\# Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-29. Comparison of item respondents and nonrespondents for "First: formal induction program" (B3INDUCT): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	130	110	20	26.84	28.12	21.43	1.28
22	110	90	20	28.82	26.91	36.94	-1.91
23	50	40	10	12.09	13.07	7.90	0.99
24 to 27	50	40	10	12.21	11.87	13.65	-0.34
28 or older	70	60	10	20.04	20.03	20.09	-0.01
Race/ethnicity							
White, non-Hispanic	340	280	60	77.71	79.86	68.60	2.15
Black or African American, non-Hispanic	40	30	10	9.32	9.84	7.10	0.52
Hispanic	20	20	#	8.03	7.23	11.43	-0.80
Asian/Native Hawaiian/Other Pacific Islander	10	10	#	4.30	2.76	10.79	-1.53
American Indian/Alaska Native	#	#	#	0.65	0.31	2.08	-0.34
Gender							
Male	120	100	30	29.33	28.26	33.85	-1.07
Female	290	240	50	70.67	71.74	66.15	1.07
Institution control							
Public	250	200	50	64.84	66.88	56.20	2.04
Private, not-for-profit	160	130	30	35.05	32.98	43.80	-2.07
Private, for-profit	#	#	#	0.11	0.14	#	0.03
Region							
New England	40	30	10	9.14	7.18	17.41	-1.96
Mid East	80	70	20	19.58	19.53	19.76	-0.04
Great Lakes	60	50	10	16.68	17.81	11.95	1.12
Plains	40	30	10	6.45	5.46	10.61	-0.99
Southeast	110	90	20	26.88	29.60	15.43	2.72
Southwest	40	30	10	9.63	9.51	10.14	-0.12
Rocky Mountains	10	10	#	0.75	0.80	0.51	0.06
Far west	50	40	10	10.08	9.47	12.65	-0.61
Outlying areas	#	#	#	0.81	0.64	1.54	-0.17

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-30. Comparison of item respondents and nonrespondents for "Non-teaching position planned" (B3LFTTCH): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	200	160	30	26.56	27.23	24.30	0.67
22	180	150	30	26.34	25.26	29.98	-1.08
23	90	70	20	12.05	13.21	8.13	1.16
24 to 27	100	80	20	14.71	15.09	13.41	0.39
28 or older	140	100	30	20.34	19.20	24.18	-1.14
Race/ethnicity							
White, non-Hispanic	600	490	110	83.37	85.64	75.72	2.27
Black or African American, non-Hispanic	50	40	10	5.84	5.55	6.81	-0.29
Hispanic	30	20	10	6.45	5.61	9.28	-0.84
Asian/Native Hawaiian/Other Pacific Islander	10	10	#	3.78	2.87	6.86	-0.91
American Indian/Alaska Native	10	#	#	0.57	0.34	1.33	-0.22
Gender							
Male	210	170	40	33.34	34.32	30.04	0.98
Female	490	400	100	66.66	65.68	69.96	-0.98
Institution control							
Public	450	360	90	66.26	68.88	57.43	2.62
Private, not-for-profit	250	200	50	33.42	30.80	42.25	-2.61
Private, for-profit	#	#	#	0.32	0.31	0.33	#
Region							
New England	50	40	10	8.26	6.26	15.00	-2.00
Mid East	100	80	30	13.05	12.02	16.51	-1.03
Great Lakes	80	70	10	13.56	14.36	10.90	0.79
Plains	60	50	10	8.64	8.15	10.28	-0.49
Southeast	190	160	30	23.85	25.60	17.96	1.75
Southwest	100	90	20	15.92	17.37	11.04	1.45
Rocky Mountains	20	20	#	2.87	3.45	0.89	0.59
Far west	90	70	20	13.11	12.11	16.45	-1.00
Outlying areas	10	#	#	0.75	0.68	0.98	-0.07

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-31. Comparison of item respondents and nonrespondents for "Verification of past teaching" (B3OFRCHR): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	40	20	20	22.43	24.80	21.17	2.37
22	30	10	20	29.28	14.69	37.05	-14.60
23	20	10	10	6.97	6.89	7.02	-0.08
24 to 27	20	10	10	14.72	19.70	12.08	4.98
28 or older	20	10	20	26.60	33.93	22.70	7.33
Race/ethnicity							
White, non-Hispanic	100	40	60	77.90	97.75	67.34	19.86
Black or African American, non-Hispanic	10	#	10	4.57	#	7.01	-4.57
Hispanic	10	#	10	9.00	2.25	12.59	-6.75
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	7.63	#	11.69	-7.63
American Indian/Alaska Native	#	#	#	0.90	#	1.38	-0.90
Gender							
Male	50	20	30	37.00	40.28	35.26	3.28
Female	70	20	50	63.00	59.72	64.74	-3.28
Institution control							
Public	80	30	50	57.86	60.91	56.23	3.06
Private, not-for-profit	40	20	30	37.93	26.95	43.77	-10.98
Private, for-profit	#	#	#	4.21	12.14	#	7.92
Region							
New England	20	#	10	14.79	4.37	20.34	-10.42
Mid East	30	10	20	17.96	10.68	21.83	-7.28
Great Lakes	10	10	10	12.83	16.59	10.84	3.75
Plains	10	10	10	6.08	4.58	6.88	-1.51
Southeast	20	10	10	13.41	13.29	13.47	-0.12
Southwest	10	#	10	7.06	2.42	9.53	-4.64
Rocky Mountains	10	#	#	2.23	4.07	1.25	1.85
Far west	20	10	10	24.41	43.38	14.32	18.97
Outlying areas	#	#	#	1.23	0.63	1.55	-0.60

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-32. Comparison of item respondents and nonrespondents for "Type job last non-substitute" (B3PSTTYP): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	30	10	30	21.86	31.93	20.14	10.07
22	30	10	20	30.52	27.52	31.03	-3.00
23	10	#	10	6.92	#	8.10	-6.92
24 to 27	20	#	20	13.26	7.01	14.33	-6.25
28 or older	30	10	20	27.44	33.54	26.40	6.11
Race/ethnicity							
White, non-Hispanic	110	30	80	74.23	82.83	72.76	8.61
Black or African American, non-Hispanic	10	#	10	6.67	13.07	5.58	6.40
Hispanic	10	#	10	9.83	4.09	10.80	-5.73
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	7.83	#	9.17	-7.83
American Indian/Alaska Native	#	#	#	1.44	#	1.69	-1.44
Gender							
Male	40	10	30	31.19	12.24	34.42	-18.94
Female	90	20	70	68.81	87.76	65.58	18.94
Institution control							
Public	80	10	60	57.35	64.61	56.11	7.26
Private, not-for-profit	50	10	40	42.65	35.39	43.89	-7.26
Private, for-profit	#	#	#	#	#	#	#
Region							
New England	10	#	10	15.16	11.46	15.79	-3.70
Mid East	30	#	20	20.34	16.02	21.08	-4.32
Great Lakes	20	#	10	13.36	23.03	11.70	9.67
Plains	10	#	10	9.45	5.28	10.17	-4.18
Southeast	20	10	20	14.92	16.30	14.68	1.38
Southwest	10	10	10	9.59	12.24	9.14	2.65
Rocky Mountains	#	#	#	1.49	0.98	1.58	-0.51
Far west	20	#	10	14.63	14.69	14.62	0.06
Outlying areas	#	#	#	1.06	#	1.24	-1.06

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-33. Comparison of item respondents and nonrespondents for "Long-term substitute" (B3SUBLNG): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	120	100	30	20.99	21.48	19.32	0.49
22	130	110	20	25.80	24.26	31.00	-1.54
23	70	50	10	11.94	12.72	9.28	0.79
24 to 27	80	60	20	14.53	14.38	15.05	-0.15
28 or older	120	100	20	26.75	27.16	25.36	0.41
Race/ethnicity							
White, non-Hispanic	440	360	80	80.91	83.61	71.75	2.70
Black or African American, non-Hispanic	40	40	10	9.03	9.99	5.76	0.96
Hispanic	20	20	10	4.93	2.96	11.60	-1.97
Asian/Native Hawaiian/Other Pacific Islander	10	10	10	4.05	2.54	9.19	-1.51
American Indian/Alaska Native	10	#	#	1.08	0.90	1.69	-0.18
Gender							
Male	140	110	30	26.91	24.49	35.15	-2.43
Female	380	310	70	73.09	75.51	64.85	2.43
Institution control							
Public	330	260	60	63.47	65.89	55.27	2.41
Private, not-for-profit	190	150	40	36.27	33.78	44.73	-2.49
Private, for-profit	#	#	#	0.26	0.34	#	0.08
Region							
New England	30	20	10	6.21	3.65	14.79	-2.55
Mid East	80	60	20	15.65	13.90	21.53	-1.75
Great Lakes	80	70	10	16.45	18.28	10.32	1.83
Plains	50	40	10	10.22	9.97	11.04	-0.24
Southeast	130	110	20	23.27	25.67	15.19	2.41
Southwest	50	40	10	10.72	10.79	10.48	0.07
Rocky Mountains	20	20	#	3.15	3.61	1.58	0.47
Far west	70	60	10	13.96	14.00	13.83	0.04
Outlying areas	#	#	#	0.37	0.11	1.25	-0.26

\# Rounds to zero.

*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.

NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-34. Comparison of item respondents and nonrespondents for "Took substitute job to go permanent" (B3SUBREG): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	120	100	30	20.99	21.43	19.47	0.44
22	130	110	20	25.80	24.20	31.24	-1.59
23	70	50	10	11.94	12.92	8.57	0.99
24 to 27	80	60	20	14.53	14.35	15.17	-0.19
28 or older	120	100	20	26.75	27.10	25.55	0.35
Race/ethnicity							
White, non-Hispanic	440	360	80	80.91	83.42	72.31	2.51
Black or African American, non-Hispanic	40	40	10	9.03	9.97	5.81	0.94
Hispanic	20	20	10	4.93	3.18	10.91	-1.75
Asian/Native Hawaiian/Other Pacific Islander	10	10	10	4.05	2.53	9.26	-1.52
American Indian/Alaska Native	10	#	#	1.08	0.90	1.70	-0.18
Gender							
Male	140	110	30	26.91	24.66	34.65	-2.26
Female	380	310	70	73.09	75.34	65.35	2.26
Institution control							
Public	330	260	60	63.47	65.96	54.92	2.49
Private, not-for-profit	190	150	40	36.27	33.70	45.08	-2.57
Private, for-profit	#	#	#	0.26	0.34	#	0.08
Region							
New England	30	20	10	6.21	3.65	14.91	-2.56
Mid East	80	60	20	15.65	13.87	21.70	-1.78
Great Lakes	80	70	10	16.45	18.24	10.40	1.78
Plains	50	40	10	10.22	9.95	11.12	-0.27
Southeast	130	110	20	23.27	25.62	15.31	2.35
Southwest	50	40	10	10.72	11.00	9.78	0.28
Rocky Mountains	20	20	#	3.15	3.61	1.60	0.46
Far west	70	60	10	13.96	13.97	13.94	0.01
Outlying areas	#	#	#	0.37	0.11	1.26	-0.26

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-35. Comparison of item respondents and nonrespondents for "Support: professional development" (B3SUPAA): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	60	30	30	20.09	20.63	19.49	0.54
22	70	50	30	33.39	35.28	31.31	1.89
23	30	20	10	10.38	11.98	8.62	1.60
24 to 27	40	20	20	14.24	14.48	13.97	0.25
28 or older	50	30	20	21.91	17.63	26.61	-4.28
Race/ethnicity							
White, non-Hispanic	210	120	90	76.87	79.96	73.47	3.10
Black or African American, non-Hispanic	20	10	10	6.09	6.78	5.35	0.68
Hispanic	10	10	10	6.70	3.18	10.55	-3.52
Asian/Native Hawaiian/Other Pacific Islander	10	10	10	9.05	9.04	9.06	-0.01
American Indian/Alaska Native	#	#	#	1.29	1.04	1.57	-0.25
Gender							
Male	60	30	40	27.92	22.52	33.84	-5.40
Female	190	120	70	72.08	77.48	66.16	5.40
Institution control							
Public	160	100	70	62.96	71.41	53.69	8.45
Private, not-for-profit	90	50	40	36.65	27.84	46.31	-8.81
Private, for-profit	#	#	#	0.39	0.75	#	0.36
Region							
New England	20	10	10	11.41	8.82	14.26	-2.59
Mid East	50	30	20	19.89	16.75	23.33	-3.14
Great Lakes	30	20	20	11.89	11.81	11.99	-0.09
Plains	30	10	10	9.68	9.17	10.24	-0.51
Southeast	50	30	20	20.81	26.43	14.66	5.61
Southwest	30	10	10	9.80	10.07	9.51	0.27
Rocky Mountains	10	10	#	2.11	2.70	1.47	0.59
Far west	40	30	10	13.72	14.01	13.40	0.29
Outlying areas	#	#	#	0.68	0.25	1.16	-0.43

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-36. Comparison of item respondents and nonrespondents for "Support: curricular activities/materials" (B3SUPAB): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	60	30	30	20.09	20.63	19.49	0.54
22	70	50	30	33.39	35.28	31.31	1.89
23	30	20	10	10.38	11.98	8.62	1.60
24 to 27	40	20	20	14.24	14.48	13.97	0.25
28 or older	50	30	20	21.91	17.63	26.61	-4.28
Race/ethnicity							
White, non-Hispanic	210	120	90	76.87	79.96	73.47	3.10
Black or African American, non-Hispanic	20	10	10	6.09	6.78	5.35	0.68
Hispanic	10	10	10	6.70	3.18	10.55	-3.52
Asian/Native Hawaiian/Other Pacific Islander	10	10	10	9.05	9.04	9.06	-0.01
American Indian/Alaska Native	#	#	#	1.29	1.04	1.57	-0.25
Gender							
Male	60	30	40	27.92	22.52	33.84	-5.40
Female	190	120	70	72.08	77.48	66.16	5.40
Institution control							
Public	160	100	70	62.96	71.41	53.69	8.45
Private, not-for-profit	90	50	40	36.65	27.84	46.31	-8.81
Private, for-profit	#	#	#	0.39	0.75	#	0.36
Region							
New England	20	10	10	11.41	8.82	14.26	-2.59
Mid East	50	30	20	19.89	16.75	23.33	-3.14
Great Lakes	30	20	20	11.89	11.81	11.99	-0.09
Plains	30	10	10	9.68	9.17	10.24	-0.51
Southeast	50	30	20	20.81	26.43	14.66	5.61
Southwest	30	10	10	9.80	10.07	9.51	0.27
Rocky Mountains	10	10	#	2.11	2.70	1.47	0.59
Far west	40	30	10	13.72	14.01	13.40	0.29
Outlying areas	#	#	#	0.68	0.25	1.16	-0.43

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-37. Comparison of item respondents and nonrespondents for "Support: technical assistance" (B3SUPAC): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	60	30	30	20.09	20.63	19.49	0.54
22	70	50	30	33.39	35.28	31.31	1.89
23	30	20	10	10.38	11.98	8.62	1.60
24 to 27	40	20	20	14.24	14.48	13.97	0.25
28 or older	50	30	20	21.91	17.63	26.61	-4.28
Race/ethnicity							
White, non-Hispanic	210	120	90	76.87	79.96	73.47	3.10
Black or African American, non-Hispanic	20	10	10	6.09	6.78	5.35	0.68
Hispanic	10	10	10	6.70	3.18	10.55	-3.52
Asian/Native Hawaiian/Other Pacific Islander	10	10	10	9.05	9.04	9.06	-0.01
American Indian/Alaska Native	#	#	#	1.29	1.04	1.57	-0.25
Gender							
Male	60	30	40	27.92	22.52	33.84	-5.40
Female	190	120	70	72.08	77.48	66.16	5.40
Institution control							
Public	160	100	70	62.96	71.41	53.69	8.45
Private, not-for-profit	90	50	40	36.65	27.84	46.31	-8.81
Private, for-profit	#	#	#	0.39	0.75	#	0.36
Region							
New England	20	10	10	11.41	8.82	14.26	-2.59
Mid East	50	30	20	19.89	16.75	23.33	-3.14
Great Lakes	30	20	20	11.89	11.81	11.99	-0.09
Plains	30	10	10	9.68	9.17	10.24	-0.51
Southeast	50	30	20	20.81	26.43	14.66	5.61
Southwest	30	10	10	9.80	10.07	9.51	0.27
Rocky Mountains	10	10	#	2.11	2.70	1.47	0.59
Far west	40	30	10	13.72	14.01	13.40	0.29
Outlying areas	#	#	#	0.68	0.25	1.16	-0.43

\# Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-38. Comparison of item respondents and nonrespondents for "Support: other" (B3SUPAX): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	60	30	30	20.09	20.63	19.49	0.54
22	70	50	30	33.39	35.28	31.31	1.89
23	30	20	10	10.38	11.98	8.62	1.60
24 to 27	40	20	20	14.24	14.48	13.97	0.25
28 or older	50	30	20	21.91	17.63	26.61	-4.28
Race/ethnicity							
White, non-Hispanic	210	120	90	76.87	79.96	73.47	3.10
Black or African American, non-Hispanic	20	10	10	6.09	6.78	5.35	0.68
Hispanic	10	10	10	6.70	3.18	10.55	-3.52
Asian/Native Hawaiian/Other Pacific Islander	10	10	10	9.05	9.04	9.06	-0.01
American Indian/Alaska Native	#	#	#	1.29	1.04	1.57	-0.25
Gender							
Male	60	30	40	27.92	22.52	33.84	-5.40
Female	190	120	70	72.08	77.48	66.16	5.40
Institution control							
Public	160	100	70	62.96	71.41	53.69	8.45
Private, not-for-profit	90	50	40	36.65	27.84	46.31	-8.81
Private, for-profit	#	#	#	0.39	0.75	#	0.36
Region							
New England	20	10	10	11.41	8.82	14.26	-2.59
Mid East	50	30	20	19.89	16.75	23.33	-3.14
Great Lakes	30	20	20	11.89	11.81	11.99	-0.09
Plains	30	10	10	9.68	9.17	10.24	-0.51
Southeast	50	30	20	20.81	26.43	14.66	5.61
Southwest	30	10	10	9.80	10.07	9.51	0.27
Rocky Mountains	10	10	#	2.11	2.70	1.47	0.59
Far west	40	30	10	13.72	14.01	13.40	0.29
Outlying areas	#	#	#	0.68	0.25	1.16	-0.43

Rounds to zero.

*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.

NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-39. Comparison of item respondents and nonrespondents for "Other income from school district" (B3TOINC1): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	170	140	30	29.62	32.29	23.00	2.67
22	160	130	40	29.16	27.11	34.23	-2.05
23	70	60	10	11.62	13.46	7.05	1.84
24 to 27	80	60	20	12.91	13.23	12.14	0.31
28 or older	90	60	30	16.70	13.91	23.58	-2.78
Race/ethnicity							
White, non-Hispanic	510	400	110	83.85	86.70	76.73	2.85
Black or African American, non-Hispanic	30	20	10	4.83	4.84	4.81	0.01
Hispanic	30	20	10	7.05	5.83	10.09	-1.22
Asian/Native Hawaiian/Other Pacific Islander	10	10	10	3.56	2.15	7.07	-1.41
American Indian/Alaska Native	10	#	#	0.71	0.48	1.30	-0.24
Gender							
Male	150	110	40	26.84	25.53	30.11	-1.31
Female	440	340	90	73.16	74.47	69.89	1.31
Institution control							
Public	370	290	80	65.53	68.01	59.32	2.49
Private, not-for-profit	210	160	50	34.37	31.84	40.68	-2.53
Private, for-profit	#	#	#	0.10	0.15	#	0.04
Region							
New England	40	30	10	9.19	7.87	12.45	-1.32
Mid East	90	60	30	15.50	12.64	22.58	-2.86
Great Lakes	70	50	20	12.95	11.26	17.15	-1.70
Plains	50	40	10	8.50	8.12	9.43	-0.37
Southeast	150	130	30	22.81	26.49	13.67	3.69
Southwest	80	70	10	14.83	17.13	9.14	2.30
Rocky Mountains	20	20	#	3.62	4.59	1.22	0.97
Far west	70	50	20	11.91	11.30	13.41	-0.61
Outlying areas	#	#	#	0.70	0.59	0.96	-0.11

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-40. Comparison of item respondents and nonrespondents for "Non-school income" (BTOOIN1): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	170	140	30	29.62	33.22	20.75	3.60
22	160	130	40	29.16	28.14	31.66	-1.02
23	70	60	20	11.62	13.29	7.50	1.67
24 to 27	80	60	20	12.91	12.80	13.19	-0.11
28 or older	90	60	30	16.70	12.56	26.90	-4.14
Race/ethnicity							
White, non-Hispanic	510	400	110	83.85	87.31	75.31	3.46
Black or African American, non-Hispanic	30	20	10	4.83	4.73	5.08	-0.10
Hispanic	30	20	10	7.05	5.32	11.32	-1.73
Asian/Native Hawaiian/Other Pacific Islander	10	10	10	3.56	2.16	7.00	-1.40
American Indian/Alaska Native	10	#	#	0.71	0.48	1.29	-0.23
Gender							
Male	150	110	40	26.84	23.85	34.19	-2.98
Female	440	340	100	73.16	76.15	65.81	2.98
Institution control							
Public	370	290	80	65.53	69.34	56.14	3.81
Private, not-for-profit	210	160	50	34.37	30.66	43.50	-3.71
Private, for-profit	#	#	#	0.10	#	0.36	-0.10
Region							
New England	40	30	10	9.19	7.48	13.39	-1.70
Mid East	90	60	30	15.50	11.90	24.38	-3.60
Great Lakes	70	60	20	12.95	13.50	11.59	0.55
Plains	50	40	10	8.50	8.18	9.29	-0.32
Southeast	150	120	30	22.81	25.96	15.03	3.16
Southwest	80	70	20	14.83	16.23	11.39	1.40
Rocky Mountains	20	20	#	3.62	4.60	1.21	0.98
Far west	70	60	20	11.91	11.56	12.76	-0.35
Outlying areas	#	#	#	0.70	0.59	0.97	-0.11

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-41. Comparison of item respondents and nonrespondents for "Teaching beginning date 2" (B3TS2BMY): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	210	170	40	23.92	25.14	20.45	1.23
22	230	180	50	31.57	32.66	28.52	1.08
23	100	70	30	10.62	9.97	12.46	-0.65
24 to 27	110	80	30	13.62	12.63	16.43	-0.99
28 or older	150	110	40	20.27	19.60	22.15	-0.67
Race/ethnicity							
White, non-Hispanic	690	530	160	82.21	85.36	73.34	3.16
Black or African American, non-Hispanic	50	40	10	5.83	5.79	5.94	-0.04
Hispanic	50	30	20	8.51	6.55	14.03	-1.96
Asian/Native Hawaiian/Other Pacific Islander	10	10	10	2.87	1.87	5.67	-1.00
American Indian/Alaska Native	10	#	#	0.58	0.43	1.01	-0.15
Gender							
Male	190	140	50	26.17	25.35	28.48	-0.82
Female	620	470	150	73.83	74.65	71.52	0.82
Institution control							
Public	550	410	140	71.47	73.29	66.35	1.82
Private, not-for-profit	260	190	60	28.32	26.42	33.65	-1.90
Private, for-profit	#	#	#	0.21	0.29	#	0.08
Region							
New England	50	40	10	6.88	5.84	9.82	-1.04
Mid East	130	90	40	16.51	15.77	18.56	-0.73
Great Lakes	120	90	30	17.05	17.75	15.09	0.70
Plains	70	60	20	7.70	8.23	6.20	0.54
Southeast	220	160	60	25.19	26.14	22.53	0.95
Southwest	100	80	20	11.60	11.97	10.55	0.37
Rocky Mountains	30	20	10	2.70	2.45	3.40	-0.25
Far west	90	70	20	11.83	11.76	12.03	-0.07
Outlying areas	#	#	#	0.54	0.08	1.83	-0.46

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-42. Comparison of item respondents and nonrespondents for "Teaching ending date 2" (B3TS2EMY): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	210	170	40	23.92	24.96	20.76	1.04
22	230	180	50	31.57	32.43	28.98	0.85
23	100	80	30	10.62	10.45	11.14	-0.17
24 to 27	110	80	30	13.62	12.68	16.49	-0.95
28 or older	150	110	40	20.27	19.49	22.63	-0.78
Race/ethnicity							
White, non-Hispanic	690	540	150	82.21	85.51	72.24	3.30
Black or African American, non-Hispanic	50	40	10	5.83	5.69	6.27	-0.15
Hispanic	50	30	10	8.51	6.55	14.44	-1.96
Asian/Native Hawaiian/Other Pacific Islander	10	10	10	2.87	1.83	5.99	-1.03
American Indian/Alaska Native	10	#	#	0.58	0.42	1.07	-0.16
Gender							
Male	190	140	50	26.17	24.92	29.95	-1.25
Female	620	480	130	73.83	75.08	70.05	1.25
Institution control							
Public	550	430	130	71.47	73.30	65.93	1.83
Private, not-for-profit	260	200	60	28.32	26.42	34.07	-1.90
Private, for-profit	#	#	#	0.21	0.28	#	0.07
Region							
New England	50	40	10	6.88	5.73	10.36	-1.15
Mid East	130	90	40	16.51	15.71	18.90	-0.79
Great Lakes	120	100	30	17.05	17.58	15.46	0.53
Plains	70	60	20	7.70	8.08	6.54	0.38
Southeast	220	170	50	25.19	26.61	20.91	1.42
Southwest	100	80	20	11.60	12.39	9.21	0.79
Rocky Mountains	30	20	10	2.70	2.40	3.59	-0.29
Far west	90	70	20	11.83	11.41	13.11	-0.42
Outlying areas	#	#	#	0.54	0.08	1.93	-0.46

\# Rounds to zero.

*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.

NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-43. Comparison of item respondents and nonrespondents for "Table containing school 2 details" (B3TS2TBL): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	210	170	40	23.92	24.88	20.77	0.97
22	230	190	50	31.57	32.05	30.04	0.47
23	100	80	30	10.62	10.50	11.00	-0.12
24 to 27	110	80	30	13.62	12.46	17.43	-1.17
28 or older	150	120	30	20.27	20.11	20.77	-0.15
Race/ethnicity							
White, non-Hispanic	690	560	140	82.21	85.38	71.92	3.17
Black or African American, non-Hispanic	50	40	10	5.83	5.59	6.63	-0.24
Hispanic	50	30	10	8.51	6.82	14.00	-1.69
Asian/Native Hawaiian/Other Pacific Islander	10	10	10	2.87	1.80	6.33	-1.06
American Indian/Alaska Native	10	#	#	0.58	0.41	1.13	-0.17
Gender							
Male	190	140	50	26.17	24.94	30.19	-1.24
Female	620	490	130	73.83	75.06	69.81	1.24
Institution control							
Public	550	430	120	71.47	73.33	65.40	1.87
Private, not-for-profit	260	200	60	28.32	26.39	34.60	-1.93
Private, for-profit	#	#	#	0.21	0.28	#	0.07
Region							
New England	50	40	10	6.88	5.63	10.95	-1.25
Mid East	130	90	30	16.51	15.67	19.23	-0.84
Great Lakes	120	100	20	17.05	17.70	14.95	0.65
Plains	70	60	20	7.70	7.94	6.91	0.24
Southeast	220	170	50	25.19	26.45	21.09	1.26
Southwest	100	80	20	11.60	12.17	9.73	0.58
Rocky Mountains	30	20	#	2.70	2.49	3.38	-0.21
Far west	90	70	20	11.83	11.86	11.73	0.03
Outlying areas	#	#	#	0.54	0.08	2.04	-0.46

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-44. Comparison of item respondents and nonrespondents for "Base annual teaching salary" (B3TSALR1): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	170	140	40	29.62	32.54	22.30	2.93
22	160	130	30	29.16	28.39	31.06	-0.76
23	70	60	20	11.62	13.24	7.58	1.62
24 to 27	80	60	20	12.91	13.12	12.39	0.21
28 or older	90	60	30	16.70	12.71	26.66	-3.99
Race/ethnicity							
White, non-Hispanic	510	400	110	83.85	87.66	74.25	3.81
Black or African American, non-Hispanic	30	20	10	4.83	4.20	6.42	-0.63
Hispanic	30	20	10	7.05	5.52	10.90	-1.53
Asian/Native Hawaiian/Other Pacific Islander	10	10	10	3.56	2.15	7.11	-1.41
American Indian/Alaska Native	10	#	#	0.71	0.47	1.31	-0.24
Gender							
Male	150	110	40	26.84	23.78	34.54	-3.06
Female	440	350	90	73.16	76.22	65.46	3.06
Institution control							
Public	370	290	80	65.53	69.00	56.79	3.47
Private, not-for-profit	210	160	50	34.37	30.86	43.21	-3.51
Private, for-profit	#	#	#	0.10	0.14	#	0.04
Region							
New England	40	30	10	9.19	7.25	14.02	-1.93
Mid East	90	60	30	15.50	11.90	24.49	-3.60
Great Lakes	70	60	20	12.95	13.88	10.62	0.93
Plains	50	40	10	8.50	8.31	8.97	-0.19
Southeast	150	120	30	22.81	25.61	15.81	2.80
Southwest	80	70	10	14.83	16.35	11.04	1.52
Rocky Mountains	20	20	#	3.62	4.46	1.53	0.84
Far west	70	60	20	11.91	11.64	12.56	-0.26
Outlying areas	#	#	#	0.70	0.59	0.96	-0.11

Rounds to zero.

*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.

NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-45. Comparison of item respondents and nonrespondents for "Unprepared: art/drama/music" (B3UNFIA): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	70	40	30	26.24	33.59	19.59	7.35
22	50	20	30	26.35	20.47	31.65	-5.87
23	30	20	10	13.17	18.39	8.46	5.22
24 to 27	30	20	20	13.76	12.75	14.68	-1.01
28 or older	40	20	20	20.48	14.80	25.62	-5.68
Race/ethnicity							
White, non-Hispanic	190	100	90	79.15	85.07	73.81	5.91
Black or African American, non-Hispanic	10	10	10	5.35	5.73	5.01	0.38
Hispanic	10	10	10	9.37	8.04	10.56	-1.32
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	4.71	#	8.96	-4.71
American Indian/Alaska Native	#	#	#	1.42	1.16	1.65	-0.26
Gender							
Male	60	20	30	27.12	18.23	35.15	-8.89
Female	170	100	70	72.88	81.77	64.85	8.89
Institution control							
Public	140	80	70	62.18	69.25	55.79	7.07
Private, not-for-profit	80	40	40	37.58	30.24	44.21	-7.34
Private, for-profit	#	#	#	0.24	0.51	#	0.27
Region							
New England	10	#	10	8.66	1.73	14.91	-6.92
Mid East	40	20	20	19.45	18.17	20.60	-1.28
Great Lakes	30	10	20	10.84	8.82	12.67	-2.03
Plains	20	10	10	9.34	8.08	10.48	-1.26
Southeast	50	30	20	15.94	16.35	15.56	0.41
Southwest	40	30	10	18.64	29.38	8.93	10.74
Rocky Mountains	#	#	#	2.19	2.91	1.54	0.72
Far west	30	20	10	14.30	14.55	14.08	0.24
Outlying areas	#	#	#	0.65	0.01	1.22	-0.63

Rounds to zero.

*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.

NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-46. Comparison of item respondents and nonrespondents for "Unprepared: business" (B3UNFIB): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	70	40	30	26.24	33.59	19.59	7.35
22	50	20	30	26.35	20.47	31.65	-5.87
23	30	20	10	13.17	18.39	8.46	5.22
24 to 27	30	20	20	13.76	12.75	14.68	-1.01
28 or older	40	20	20	20.48	14.80	25.62	-5.68
Race/ethnicity							
White, non-Hispanic	190	100	90	79.15	85.07	73.81	5.91
Black or African American, non-Hispanic	10	10	10	5.35	5.73	5.01	0.38
Hispanic	10	10	10	9.37	8.04	10.56	-1.32
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	4.71	#	8.96	-4.71
American Indian/Alaska Native	#	#	#	1.42	1.16	1.65	-0.26
Gender							
Male	60	20	30	27.12	18.23	35.15	-8.89
Female	170	100	70	72.88	81.77	64.85	8.89
Institution control							
Public	140	80	70	62.18	69.25	55.79	7.07
Private, not-for-profit	80	40	40	37.58	30.24	44.21	-7.34
Private, for-profit	#	#	#	0.24	0.51	#	0.27
Region							
New England	10	#	10	8.66	1.73	14.91	-6.92
Mid East	40	20	20	19.45	18.17	20.60	-1.28
Great Lakes	30	10	20	10.84	8.82	12.67	-2.03
Plains	20	10	10	9.34	8.08	10.48	-1.26
Southeast	50	30	20	15.94	16.35	15.56	0.41
Southwest	40	30	10	18.64	29.38	8.93	10.74
Rocky Mountains	#	#	#	2.19	2.91	1.54	0.72
Far west	30	20	10	14.30	14.55	14.08	0.24
Outlying areas	#	#	#	0.65	0.01	1.22	-0.63

\# Rounds to zero.
*Item bias is significant at the $p<0.05/(c-1)$ level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-47. Comparison of item respondents and nonrespondents for "Unprepared: econ/political systems" (B3UNFIC): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	70	40	30	26.24	33.59	19.59	7.35
22	50	20	30	26.35	20.47	31.65	-5.87
23	30	20	10	13.17	18.39	8.46	5.22
24 to 27	30	20	20	13.76	12.75	14.68	-1.01
28 or older	40	20	20	20.48	14.80	25.62	-5.68
Race/ethnicity							
White, non-Hispanic	190	100	90	79.15	85.07	73.81	5.91
Black or African American, non-Hispanic	10	10	10	5.35	5.73	5.01	0.38
Hispanic	10	10	10	9.37	8.04	10.56	-1.32
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	4.71	#	8.96	-4.71
American Indian/Alaska Native	#	#	#	1.42	1.16	1.65	-0.26
Gender							
Male	60	20	30	27.12	18.23	35.15	-8.89
Female	170	100	70	72.88	81.77	64.85	8.89
Institution control							
Public	140	80	70	62.18	69.25	55.79	7.07
Private, not-for-profit	80	40	40	37.58	30.24	44.21	-7.34
Private, for-profit	#	#	#	0.24	0.51	#	0.27
Region							
New England	10	#	10	8.66	1.73	14.91	-6.92
Mid East	40	20	20	19.45	18.17	20.60	-1.28
Great Lakes	30	10	20	10.84	8.82	12.67	-2.03
Plains	20	10	10	9.34	8.08	10.48	-1.26
Southeast	50	30	20	15.94	16.35	15.56	0.41
Southwest	40	30	10	18.64	29.38	8.93	10.74
Rocky Mountains	#	#	#	2.19	2.91	1.54	0.72
Far west	30	20	10	14.30	14.55	14.08	0.24
Outlying areas	#	#	#	0.65	0.01	1.22	-0.63

\# Rounds to zero.

*Item bias is significant at the $p<0.05/(c-1)$ level, where c is the number of categories within the primary variable.

NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-48. Comparison of item respondents and nonrespondents for "Unprepared: elem/early childhood" (B3UNF1D): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	70	40	30	26.24	33.59	19.59	7.35
22	50	20	30	26.35	20.47	31.65	-5.87
23	30	20	10	13.17	18.39	8.46	5.22
24 to 27	30	20	20	13.76	12.75	14.68	-1.01
28 or older	40	20	20	20.48	14.80	25.62	-5.68
Race/ethnicity							
White, non-Hispanic	190	100	90	79.15	85.07	73.81	5.91
Black or African American, non-Hispanic	10	10	10	5.35	5.73	5.01	0.38
Hispanic	10	10	10	9.37	8.04	10.56	-1.32
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	4.71	#	8.96	-4.71
American Indian/Alaska Native	#	#	#	1.42	1.16	1.65	-0.26
Gender							
Male	60	20	30	27.12	18.23	35.15	-8.89
Female	170	100	70	72.88	81.77	64.85	8.89
Institution control							
Public	140	80	70	62.18	69.25	55.79	7.07
Private, not-for-profit	80	40	40	37.58	30.24	44.21	-7.34
Private, for-profit	#	#	#	0.24	0.51	#	0.27
Region							
New England	10	#	10	8.66	1.73	14.91	-6.92
Mid East	40	20	20	19.45	18.17	20.60	-1.28
Great Lakes	30	10	20	10.84	8.82	12.67	-2.03
Plains	20	10	10	9.34	8.08	10.48	-1.26
Southeast	50	30	20	15.94	16.35	15.56	0.41
Southwest	40	30	10	18.64	29.38	8.93	10.74
Rocky Mountains	#	#	#	2.19	2.91	1.54	0.72
Far west	30	20	10	14.30	14.55	14.08	0.24
Outlying areas	#	#	#	0.65	0.01	1.22	-0.63

Rounds to zero.
*Item bias is significant at the $p<0.05/(c-1)$ level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-49. Comparison of item respondents and nonrespondents for "Unprepared: language arts" (B3UNFIE): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	70	40	30	26.24	33.59	19.59	7.35
22	50	20	30	26.35	20.47	31.65	-5.87
23	30	20	10	13.17	18.39	8.46	5.22
24 to 27	30	20	20	13.76	12.75	14.68	-1.01
28 or older	40	20	20	20.48	14.80	25.62	-5.68
Race/ethnicity							
White, non-Hispanic	190	100	90	79.15	85.07	73.81	5.91
Black or African American, non-Hispanic	10	10	10	5.35	5.73	5.01	0.38
Hispanic	10	10	10	9.37	8.04	10.56	-1.32
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	4.71	#	8.96	-4.71
American Indian/Alaska Native	#	#	#	1.42	1.16	1.65	-0.26
Gender							
Male	60	20	30	27.12	18.23	35.15	-8.89
Female	170	100	70	72.88	81.77	64.85	8.89
Institution control							
Public	140	80	70	62.18	69.25	55.79	7.07
Private, not-for-profit	80	40	40	37.58	30.24	44.21	-7.34
Private, for-profit	#	#	#	0.24	0.51	#	0.27
Region							
New England	10	#	10	8.66	1.73	14.91	-6.92
Mid East	40	20	20	19.45	18.17	20.60	-1.28
Great Lakes	30	10	20	10.84	8.82	12.67	-2.03
Plains	20	10	10	9.34	8.08	10.48	-1.26
Southeast	50	30	20	15.94	16.35	15.56	0.41
Southwest	40	30	10	18.64	29.38	8.93	10.74
Rocky Mountains	#	#	#	2.19	2.91	1.54	0.72
Far west	30	20	10	14.30	14.55	14.08	0.24
Outlying areas	#	#	#	0.65	0.01	1.22	-0.63

\# Rounds to zero.

*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.

NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-50. Comparison of item respondents and nonrespondents for "Unprepared: ESL/bilingual" (B3UNFIF): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	70	40	30	26.24	33.59	19.59	7.35
22	50	20	30	26.35	20.47	31.65	-5.87
23	30	20	10	13.17	18.39	8.46	5.22
24 to 27	30	20	20	13.76	12.75	14.68	-1.01
28 or older	40	20	20	20.48	14.80	25.62	-5.68
Race/ethnicity							
White, non-Hispanic	190	100	90	79.15	85.07	73.81	5.91
Black or African American, non-Hispanic	10	10	10	5.35	5.73	5.01	0.38
Hispanic	10	10	10	9.37	8.04	10.56	-1.32
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	4.71	#	8.96	-4.71
American Indian/Alaska Native	#	#	#	1.42	1.16	1.65	-0.26
Gender							
Male	60	20	30	27.12	18.23	35.15	-8.89
Female	170	100	70	72.88	81.77	64.85	8.89
Institution control							
Public	140	80	70	62.18	69.25	55.79	7.07
Private, not-for-profit	80	40	40	37.58	30.24	44.21	-7.34
Private, for-profit	#	#	#	0.24	0.51	#	0.27
Region							
New England	10	#	10	8.66	1.73	14.91	-6.92
Mid East	40	20	20	19.45	18.17	20.60	-1.28
Great Lakes	30	10	20	10.84	8.82	12.67	-2.03
Plains	20	10	10	9.34	8.08	10.48	-1.26
Southeast	50	30	20	15.94	16.35	15.56	0.41
Southwest	40	30	10	18.64	29.38	8.93	10.74
Rocky Mountains	#	#	#	2.19	2.91	1.54	0.72
Far west	30	20	10	14.30	14.55	14.08	0.24
Outlying areas	#	#	#	0.65	0.01	1.22	-0.63

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-51. Comparison of item respondents and nonrespondents for "Unprepared: foreign languages" (B3UNFIG): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	70	40	30	26.24	33.59	19.59	7.35
22	50	20	30	26.35	20.47	31.65	-5.87
23	30	20	10	13.17	18.39	8.46	5.22
24 to 27	30	20	20	13.76	12.75	14.68	-1.01
28 or older	40	20	20	20.48	14.80	25.62	-5.68
Race/ethnicity							
White, non-Hispanic	190	100	90	79.15	85.07	73.81	5.91
Black or African American, non-Hispanic	10	10	10	5.35	5.73	5.01	0.38
Hispanic	10	10	10	9.37	8.04	10.56	-1.32
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	4.71	#	8.96	-4.71
American Indian/Alaska Native	#	#	#	1.42	1.16	1.65	-0.26
Gender							
Male	60	20	30	27.12	18.23	35.15	-8.89
Female	170	100	70	72.88	81.77	64.85	8.89
Institution control							
Public	140	80	70	62.18	69.25	55.79	7.07
Private, not-for-profit	80	40	40	37.58	30.24	44.21	-7.34
Private, for-profit	#	#	#	0.24	0.51	#	0.27
Region							
New England	10	#	10	8.66	1.73	14.91	-6.92
Mid East	40	20	20	19.45	18.17	20.60	-1.28
Great Lakes	30	10	20	10.84	8.82	12.67	-2.03
Plains	20	10	10	9.34	8.08	10.48	-1.26
Southeast	50	30	20	15.94	16.35	15.56	0.41
Southwest	40	30	10	18.64	29.38	8.93	10.74
Rocky Mountains	#	#	#	2.19	2.91	1.54	0.72
Far west	30	20	10	14.30	14.55	14.08	0.24
Outlying areas	#	#	#	0.65	0.01	1.22	-0.63

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-52. Comparison of item respondents and nonrespondents for "Unprepared: health/phys education" (B3UNF1H): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	70	40	30	26.24	33.59	19.59	7.35
22	50	20	30	26.35	20.47	31.65	-5.87
23	30	20	10	13.17	18.39	8.46	5.22
24 to 27	30	20	20	13.76	12.75	14.68	-1.01
28 or older	40	20	20	20.48	14.80	25.62	-5.68
Race/ethnicity							
White, non-Hispanic	190	100	90	79.15	85.07	73.81	5.91
Black or African American, non-Hispanic	10	10	10	5.35	5.73	5.01	0.38
Hispanic	10	10	10	9.37	8.04	10.56	-1.32
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	4.71	#	8.96	-4.71
American Indian/Alaska Native	#	#	#	1.42	1.16	1.65	-0.26
Gender							
Male	60	20	30	27.12	18.23	35.15	-8.89
Female	170	100	70	72.88	81.77	64.85	8.89
Institution control							
Public	140	80	70	62.18	69.25	55.79	7.07
Private, not-for-profit	80	40	40	37.58	30.24	44.21	-7.34
Private, for-profit	#	#	#	0.24	0.51	#	0.27
Region							
New England	10	#	10	8.66	1.73	14.91	-6.92
Mid East	40	20	20	19.45	18.17	20.60	-1.28
Great Lakes	30	10	20	10.84	8.82	12.67	-2.03
Plains	20	10	10	9.34	8.08	10.48	-1.26
Southeast	50	30	20	15.94	16.35	15.56	0.41
Southwest	40	30	10	18.64	29.38	8.93	10.74
Rocky Mountains	#	#	#	2.19	2.91	1.54	0.72
Far west	30	20	10	14.30	14.55	14.08	0.24
Outlying areas	#	#	#	0.65	0.01	1.22	-0.63

\# Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-53. Comparison of item respondents and nonrespondents for "Unprepared: mathematics" (B3UNF1I): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	70	40	30	26.24	33.59	19.59	7.35
22	50	20	30	26.35	20.47	31.65	-5.87
23	30	20	10	13.17	18.39	8.46	5.22
24 to 27	30	20	20	13.76	12.75	14.68	-1.01
28 or older	40	20	20	20.48	14.80	25.62	-5.68
Race/ethnicity							
White, non-Hispanic	190	100	90	79.15	85.07	73.81	5.91
Black or African American, non-Hispanic	10	10	10	5.35	5.73	5.01	0.38
Hispanic	10	10	10	9.37	8.04	10.56	-1.32
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	4.71	#	8.96	-4.71
American Indian/Alaska Native	#	#	#	1.42	1.16	1.65	-0.26
Gender							
Male	60	20	30	27.12	18.23	35.15	-8.89
Female	170	100	70	72.88	81.77	64.85	8.89
Institution control							
Public	140	80	70	62.18	69.25	55.79	7.07
Private, not-for-profit	80	40	40	37.58	30.24	44.21	-7.34
Private, for-profit	#	#	#	0.24	0.51	#	0.27
Region							
New England	10	#	10	8.66	1.73	14.91	-6.92
Mid East	40	20	20	19.45	18.17	20.60	-1.28
Great Lakes	30	10	20	10.84	8.82	12.67	-2.03
Plains	20	10	10	9.34	8.08	10.48	-1.26
Southeast	50	30	20	15.94	16.35	15.56	0.41
Southwest	40	30	10	18.64	29.38	8.93	10.74
Rocky Mountains	#	#	#	2.19	2.91	1.54	0.72
Far west	30	20	10	14.30	14.55	14.08	0.24
Outlying areas	#	#	#	0.65	0.01	1.22	-0.63

Rounds to zero.
*Item bias is significant at the $p<0.05/(c-1)$ level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-54. Comparison of item respondents and nonrespondents for "Unprepared: science" (B3UNF1J): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	70	40	30	26.24	33.59	19.59	7.35
22	50	20	30	26.35	20.47	31.65	-5.87
23	30	20	10	13.17	18.39	8.46	5.22
24 to 27	30	20	20	13.76	12.75	14.68	-1.01
28 or older	40	20	20	20.48	14.80	25.62	-5.68
Race/ethnicity							
White, non-Hispanic	190	100	90	79.15	85.07	73.81	5.91
Black or African American, non-Hispanic	10	10	10	5.35	5.73	5.01	0.38
Hispanic	10	10	10	9.37	8.04	10.56	-1.32
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	4.71	#	8.96	-4.71
American Indian/Alaska Native	#	#	#	1.42	1.16	1.65	-0.26
Gender							
Male	60	20	30	27.12	18.23	35.15	-8.89
Female	170	100	70	72.88	81.77	64.85	8.89
Institution control							
Public	140	80	70	62.18	69.25	55.79	7.07
Private, not-for-profit	80	40	40	37.58	30.24	44.21	-7.34
Private, for-profit	#	#	#	0.24	0.51	#	0.27
Region							
New England	10	#	10	8.66	1.73	14.91	-6.92
Mid East	40	20	20	19.45	18.17	20.60	-1.28
Great Lakes	30	10	20	10.84	8.82	12.67	-2.03
Plains	20	10	10	9.34	8.08	10.48	-1.26
Southeast	50	30	20	15.94	16.35	15.56	0.41
Southwest	40	30	10	18.64	29.38	8.93	10.74
Rocky Mountains	#	#	#	2.19	2.91	1.54	0.72
Far west	30	20	10	14.30	14.55	14.08	0.24
Outlying areas	#	#	#	0.65	0.01	1.22	-0.63

\# Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-55. Comparison of item respondents and nonrespondents for "Unprepared: secondary education" (B3UNF1K): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	70	40	30	26.24	33.59	19.59	7.35
22	50	20	30	26.35	20.47	31.65	-5.87
23	30	20	10	13.17	18.39	8.46	5.22
24 to 27	30	20	20	13.76	12.75	14.68	-1.01
28 or older	40	20	20	20.48	14.80	25.62	-5.68
Race/ethnicity							
White, non-Hispanic	190	100	90	79.15	85.07	73.81	5.91
Black or African American, non-Hispanic	10	10	10	5.35	5.73	5.01	0.38
Hispanic	10	10	10	9.37	8.04	10.56	-1.32
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	4.71	#	8.96	-4.71
American Indian/Alaska Native	#	#	#	1.42	1.16	1.65	-0.26
Gender							
Male	60	20	30	27.12	18.23	35.15	-8.89
Female	170	100	70	72.88	81.77	64.85	8.89
Institution control							
Public	140	80	70	62.18	69.25	55.79	7.07
Private, not-for-profit	80	40	40	37.58	30.24	44.21	-7.34
Private, for-profit	#	#	#	0.24	0.51	#	0.27
Region							
New England	10	#	10	8.66	1.73	14.91	-6.92
Mid East	40	20	20	19.45	18.17	20.60	-1.28
Great Lakes	30	10	20	10.84	8.82	12.67	-2.03
Plains	20	10	10	9.34	8.08	10.48	-1.26
Southeast	50	30	20	15.94	16.35	15.56	0.41
Southwest	40	30	10	18.64	29.38	8.93	10.74
Rocky Mountains	#	#	#	2.19	2.91	1.54	0.72
Far west	30	20	10	14.30	14.55	14.08	0.24
Outlying areas	#	#	#	0.65	0.01	1.22	-0.63

\# Rounds to zero.

*Item bias is significant at the $p<0.05/(c-1)$ level, where c is the number of categories within the primary variable.

NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-56. Comparison of item respondents and nonrespondents for "Unprepared: special education" (B3UNF1L): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	70	40	30	26.24	33.59	19.59	7.35
22	50	20	30	26.35	20.47	31.65	-5.87
23	30	20	10	13.17	18.39	8.46	5.22
24 to 27	30	20	20	13.76	12.75	14.68	-1.01
28 or older	40	20	20	20.48	14.80	25.62	-5.68
Race/ethnicity							
White, non-Hispanic	190	100	90	79.15	85.07	73.81	5.91
Black or African American, non-Hispanic	10	10	10	5.35	5.73	5.01	0.38
Hispanic	10	10	10	9.37	8.04	10.56	-1.32
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	4.71	#	8.96	-4.71
American Indian/Alaska Native	#	#	#	1.42	1.16	1.65	-0.26
Gender							
Male	60	20	30	27.12	18.23	35.15	-8.89
Female	170	100	70	72.88	81.77	64.85	8.89
Institution control							
Public	140	80	70	62.18	69.25	55.79	7.07
Private, not-for-profit	80	40	40	37.58	30.24	44.21	-7.34
Private, for-profit	#	#	#	0.24	0.51	#	0.27
Region							
New England	10	#	10	8.66	1.73	14.91	-6.92
Mid East	40	20	20	19.45	18.17	20.60	-1.28
Great Lakes	30	10	20	10.84	8.82	12.67	-2.03
Plains	20	10	10	9.34	8.08	10.48	-1.26
Southeast	50	30	20	15.94	16.35	15.56	0.41
Southwest	40	30	10	18.64	29.38	8.93	10.74
Rocky Mountains	#	#	#	2.19	2.91	1.54	0.72
Far west	30	20	10	14.30	14.55	14.08	0.24
Outlying areas	#	#	#	0.65	0.01	1.22	-0.63

Rounds to zero.

*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.

NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-57. Comparison of item respondents and nonrespondents for "Unprepared: social studies/history" (B3UNF1M): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	70	40	30	26.24	33.59	19.59	7.35
22	50	20	30	26.35	20.47	31.65	-5.87
23	30	20	10	13.17	18.39	8.46	5.22
24 to 27	30	20	20	13.76	12.75	14.68	-1.01
28 or older	40	20	20	20.48	14.80	25.62	-5.68
Race/ethnicity							
White, non-Hispanic	190	100	90	79.15	85.07	73.81	5.91
Black or African American, non-Hispanic	10	10	10	5.35	5.73	5.01	0.38
Hispanic	10	10	10	9.37	8.04	10.56	-1.32
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	4.71	#	8.96	-4.71
American Indian/Alaska Native	#	#	#	1.42	1.16	1.65	-0.26
Gender							
Male	60	20	30	27.12	18.23	35.15	-8.89
Female	170	100	70	72.88	81.77	64.85	8.89
Institution control							
Public	140	80	70	62.18	69.25	55.79	7.07
Private, not-for-profit	80	40	40	37.58	30.24	44.21	-7.34
Private, for-profit	#	#	#	0.24	0.51	#	0.27
Region							
New England	10	#	10	8.66	1.73	14.91	-6.92
Mid East	40	20	20	19.45	18.17	20.60	-1.28
Great Lakes	30	10	20	10.84	8.82	12.67	-2.03
Plains	20	10	10	9.34	8.08	10.48	-1.26
Southeast	50	30	20	15.94	16.35	15.56	0.41
Southwest	40	30	10	18.64	29.38	8.93	10.74
Rocky Mountains	#	#	#	2.19	2.91	1.54	0.72
Far west	30	20	10	14.30	14.55	14.08	0.24
Outlying areas	#	#	#	0.65	0.01	1.22	-0.63

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-58. Comparison of item respondents and nonrespondents for "Unprepared: vocational/occupational" (B3UNF1N): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	70	40	30	26.24	33.59	19.59	7.35
22	50	20	30	26.35	20.47	31.65	-5.87
23	30	20	10	13.17	18.39	8.46	5.22
24 to 27	30	20	20	13.76	12.75	14.68	-1.01
28 or older	40	20	20	20.48	14.80	25.62	-5.68
Race/ethnicity							
White, non-Hispanic	190	100	90	79.15	85.07	73.81	5.91
Black or African American, non-Hispanic	10	10	10	5.35	5.73	5.01	0.38
Hispanic	10	10	10	9.37	8.04	10.56	-1.32
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	4.71	#	8.96	-4.71
American Indian/Alaska Native	#	#	#	1.42	1.16	1.65	-0.26
Gender							
Male	60	20	30	27.12	18.23	35.15	-8.89
Female	170	100	70	72.88	81.77	64.85	8.89
Institution control							
Public	140	80	70	62.18	69.25	55.79	7.07
Private, not-for-profit	80	40	40	37.58	30.24	44.21	-7.34
Private, for-profit	#	#	#	0.24	0.51	#	0.27
Region							
New England	10	#	10	8.66	1.73	14.91	-6.92
Mid East	40	20	20	19.45	18.17	20.60	-1.28
Great Lakes	30	10	20	10.84	8.82	12.67	-2.03
Plains	20	10	10	9.34	8.08	10.48	-1.26
Southeast	50	30	20	15.94	16.35	15.56	0.41
Southwest	40	30	10	18.64	29.38	8.93	10.74
Rocky Mountains	#	#	#	2.19	2.91	1.54	0.72
Far west	30	20	10	14.30	14.55	14.08	0.24
Outlying areas	#	#	#	0.65	0.01	1.22	-0.63

Rounds to zero.

*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.

NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-59. Comparison of item respondents and nonrespondents for "Unprepared: social sciences" (B3UNF1O): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	70	40	30	26.24	33.59	19.59	7.35
22	50	20	30	26.35	20.47	31.65	-5.87
23	30	20	10	13.17	18.39	8.46	5.22
24 to 27	30	20	20	13.76	12.75	14.68	-1.01
28 or older	40	20	20	20.48	14.80	25.62	-5.68
Race/ethnicity							
White, non-Hispanic	190	100	90	79.15	85.07	73.81	5.91
Black or African American, non-Hispanic	10	10	10	5.35	5.73	5.01	0.38
Hispanic	10	10	10	9.37	8.04	10.56	-1.32
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	4.71	#	8.96	-4.71
American Indian/Alaska Native	#	#	#	1.42	1.16	1.65	-0.26
Gender							
Male	60	20	30	27.12	18.23	35.15	-8.89
Female	170	100	70	72.88	81.77	64.85	8.89
Institution control							
Public	140	80	70	62.18	69.25	55.79	7.07
Private, not-for-profit	80	40	40	37.58	30.24	44.21	-7.34
Private, for-profit	#	#	#	0.24	0.51	#	0.27
Region							
New England	10	#	10	8.66	1.73	14.91	-6.92
Mid East	40	20	20	19.45	18.17	20.60	-1.28
Great Lakes	30	10	20	10.84	8.82	12.67	-2.03
Plains	20	10	10	9.34	8.08	10.48	-1.26
Southeast	50	30	20	15.94	16.35	15.56	0.41
Southwest	40	30	10	18.64	29.38	8.93	10.74
Rocky Mountains	#	#	#	2.19	2.91	1.54	0.72
Far west	30	20	10	14.30	14.55	14.08	0.24
Outlying areas	#	#	#	0.65	0.01	1.22	-0.63

\# Rounds to zero.

*Item bias is significant at the $p<0.05/(c-1)$ level, where c is the number of categories within the primary variable.

NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-60. Comparison of item respondents and nonrespondents for "Unprepared: other" (B3UNF1X): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	70	40	30	26.24	33.59	19.59	7.35
22	50	20	30	26.35	20.47	31.65	-5.87
23	30	20	10	13.17	18.39	8.46	5.22
24 to 27	30	20	20	13.76	12.75	14.68	-1.01
28 or older	40	20	20	20.48	14.80	25.62	-5.68
Race/ethnicity							
White, non-Hispanic	190	100	90	79.15	85.07	73.81	5.91
Black or African American, non-Hispanic	10	10	10	5.35	5.73	5.01	0.38
Hispanic	10	10	10	9.37	8.04	10.56	-1.32
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	4.71	#	8.96	-4.71
American Indian/Alaska Native	#	#	#	1.42	1.16	1.65	-0.26
Gender							
Male	60	20	30	27.12	18.23	35.15	-8.89
Female	170	100	70	72.88	81.77	64.85	8.89
Institution control							
Public	140	80	70	62.18	69.25	55.79	7.07
Private, not-for-profit	80	40	40	37.58	30.24	44.21	-7.34
Private, for-profit	#	#	#	0.24	0.51	#	0.27
Region							
New England	10	#	10	8.66	1.73	14.91	-6.92
Mid East	40	20	20	19.45	18.17	20.60	-1.28
Great Lakes	30	10	20	10.84	8.82	12.67	-2.03
Plains	20	10	10	9.34	8.08	10.48	-1.26
Southeast	50	30	20	15.94	16.35	15.56	0.41
Southwest	40	30	10	18.64	29.38	8.93	10.74
Rocky Mountains	#	#	#	2.19	2.91	1.54	0.72
Far west	30	20	10	14.30	14.55	14.08	0.24
Outlying areas	#	#	#	0.65	0.01	1.22	-0.63

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-61. Comparison of item respondents and nonrespondents for "Type of loan forgiveness program" (B3FGVTYP): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	320	20	300	19.46	26.61	19.19	7.14
22	370	10	360	25.82	24.82	25.86	-1.00
23	180	10	170	11.93	10.14	12.00	-1.80
24 to 27	230	10	230	17.61	22.70	17.42	5.08
28 or older	310	10	300	25.17	15.74	25.53	-9.43
Race/ethnicity							
White, non-Hispanic	1,200	40	1,170	83.53	78.25	83.73	-5.28
Black or African American, non-Hispanic	70	10	70	6.03	8.49	5.94	2.46
Hispanic	70	#	70	5.89	8.95	5.78	3.05
Asian/Native Hawaiian/Other Pacific Islander	50	#	50	3.91	2.72	3.95	-1.19
American Indian/Alaska Native	10	#	10	0.64	1.60	0.61	0.96
Gender							
Male	590	20	570	45.81	43.14	45.91	-2.68
Female	830	40	800	54.19	56.86	54.09	2.68
Institution control							
Public	930	30	900	65.38	62.20	65.50	-3.17
Private, not-for-profit	480	30	460	33.20	37.80	33.03	4.60
Private, for-profit	10	#	10	1.42	#	1.48	-1.42
Region							
New England	110	10	100	7.70	6.75	7.73	-0.95
Mid East	240	10	220	16.39	24.93	16.07	8.54
Great Lakes	250	10	250	20.09	15.28	20.27	-4.81
Plains	160	10	150	10.55	9.28	10.60	-1.27
Southeast	320	10	300	20.20	17.45	20.30	-2.75
Southwest	160	#	150	11.46	4.90	11.70	-6.56
Rocky Mountains	60	#	60	3.08	1.79	3.12	-1.29
Far west	140	10	130	9.90	19.63	9.54	9.73
Outlying areas	10	#	10	0.64	#	0.66	-0.64

Rounds to zero.

*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.

NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-62. Comparison of item respondents and nonrespondents for "Participate in loan forgiveness program" (B3FRGVLN): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	1,080	750	340	25.13	28.60	19.97	3.47*
22	1,040	660	380	26.84	27.31	26.15	0.46
23	510	320	180	12.25	12.65	11.66	0.40
24 to 27	610	360	250	16.38	15.48	17.71	-0.89
28 or older	680	360	320	19.40	15.96	24.52	-3.44*
Race/ethnicity							
White, non-Hispanic	3,300	2,060	1,250	83.22	82.85	83.78	-0.37
Black or African American, non-Hispanic	270	190	80	7.14	7.95	5.93	0.81
Hispanic	200	130	70	5.35	5.11	5.72	-0.24
Asian/Native Hawaiian/Other Pacific Islander	120	70	50	3.68	3.46	4.01	-0.22
American Indian/Alaska Native	30	20	10	0.61	0.64	0.56	0.03
Gender							
Male	1,680	1,070	610	45.34	45.05	45.77	-0.29
Female	2,240	1,390	850	54.66	54.95	54.23	0.29
Institution control							
Public	2,430	1,470	960	63.91	62.74	65.65	-1.17
Private, not-for-profit	1,460	970	490	34.59	35.91	32.63	1.32
Private, for-profit	40	20	20	1.50	1.35	1.72	-0.15
Region							
New England	310	200	110	7.54	7.59	7.47	0.05
Mid East	690	440	250	17.81	18.40	16.94	0.59
Great Lakes	630	370	260	17.08	15.06	20.09	-2.02*
Plains	400	240	150	10.31	10.21	10.47	-0.10
Southeast	900	580	330	22.07	23.14	20.47	1.07
Southwest	410	250	160	10.62	10.00	11.52	-0.61
Rocky Mountains	150	90	60	3.65	4.02	3.10	0.37
Far west	400	270	130	10.46	11.31	9.20	0.85
Outlying areas	20	10	10	0.45	0.25	0.74	-0.20

*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-63. Comparison of item respondents and nonrespondents for "Year began repaying loans" (B3RPYBY): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	680	570	110	26.80	28.53	20.78	1.73
22	570	460	110	25.02	25.07	24.87	0.04
23	290	240	50	11.89	12.61	9.41	0.71
24 to 27	360	290	70	17.58	16.23	22.28	-1.35
28 or older	390	300	90	18.70	17.56	22.66	-1.14
Race/ethnicity							
White, non-Hispanic	1,880	1,540	340	80.32	81.36	76.69	1.03
Black or African American, non-Hispanic	190	160	40	9.01	8.81	9.72	-0.20
Hispanic	120	100	20	5.68	5.61	5.93	-0.07
Asian/Native Hawaiian/Other Pacific Islander	70	50	20	4.36	3.68	6.73	-0.68
American Indian/Alaska Native	20	10	10	0.63	0.54	0.93	-0.08
Gender							
Male	970	780	190	44.80	44.11	47.18	-0.68
Female	1,320	1,080	240	55.20	55.89	52.82	0.68
Institution control							
Public	1,300	1,060	270	61.48	60.76	63.99	-0.72
Private, not-for-profit	930	770	160	36.91	37.49	34.92	0.57
Private, for-profit	20	20	#	1.61	1.76	1.09	0.15
Region							
New England	180	160	30	7.58	7.69	7.18	0.11
Mid East	430	350	90	18.63	18.50	19.11	-0.14
Great Lakes	360	280	70	16.04	14.62	21.00	-1.42
Plains	220	170	40	9.60	9.59	9.64	-0.01
Southeast	530	440	90	22.65	24.12	17.54	1.47
Southwest	230	180	50	10.47	10.01	12.07	-0.46
Rocky Mountains	80	60	20	3.34	3.60	2.44	0.26
Far west	240	200	40	11.22	11.58	9.98	0.36
Outlying areas	20	10	#	0.46	0.29	1.03	-0.17

\# Rounds to zero.

*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.

NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-64. Comparison of item respondents and nonrespondents for "Year repaid loans" (B3RPYOY): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	380	60	320	20.24	20.57	20.19	0.33
22	430	50	380	25.45	17.60	26.76	-7.85
23	200	30	170	11.60	12.94	11.38	1.34
24 to 27	270	30	240	16.94	11.89	17.79	-5.05
28 or older	360	60	300	25.77	37.00	23.88	11.24
Race/ethnicity							
White, non-Hispanic	1,380	180	1,200	81.97	71.71	83.70	-10.27
Black or African American, non-Hispanic	90	10	80	7.00	10.09	6.48	3.08
Hispanic	90	20	70	6.04	9.27	5.49	3.24
Asian/Native Hawaiian/Other Pacific Islander	60	20	40	4.24	7.98	3.61	3.73
American Indian/Alaska Native	10	#	10	0.74	0.96	0.71	0.22
Gender							
Male	690	100	590	45.82	47.19	45.59	1.37
Female	950	130	820	54.18	52.81	54.41	-1.37
Institution control							
Public	1,060	130	930	65.57	61.98	66.17	-3.59
Private, not-for-profit	560	90	470	33.18	37.49	32.46	4.31
Private, for-profit	10	#	10	1.25	0.53	1.37	-0.72
Region							
New England	120	20	100	7.45	6.47	7.61	-0.98
Mid East	280	40	240	17.11	20.41	16.55	3.30
Great Lakes	270	30	240	18.95	18.09	19.09	-0.86
Plains	170	20	150	11.23	15.53	10.50	4.30
Southeast	360	50	310	20.19	18.15	20.53	-2.04
Southwest	180	20	160	10.97	8.67	11.36	-2.30
Rocky Mountains	70	10	60	3.35	2.55	3.49	-0.81
Far west	170	30	140	10.12	9.55	10.21	-0.57
Outlying areas	10	#	10	0.65	0.59	0.65	-0.05

\# Rounds to zero.

*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.

NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-65. Comparison of item respondents and nonrespondents for "Currently repaying any education loans" (B3RPYST): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	830	730	100	27.70	29.13	20.93	1.43
22	690	590	100	25.22	25.24	25.09	0.03
23	340	290	40	11.94	12.50	9.32	0.55
24 to 27	420	350	70	16.77	15.38	23.38	-1.39
28 or older	460	380	80	18.36	17.75	21.28	-0.61
Race/ethnicity							
White, non-Hispanic	2,230	1,920	310	79.14	79.78	76.08	0.64
Black or African American, non-Hispanic	250	220	30	9.77	9.81	9.57	0.04
Hispanic	150	130	20	5.77	5.67	6.24	-0.10
Asian/Native Hawaiian/Other Pacific Islander	90	60	20	4.58	4.02	7.24	-0.56
American Indian/Alaska Native	20	20	#	0.74	0.71	0.87	-0.03
Gender							
Male	1,140	960	170	43.78	42.74	48.74	-1.04
Female	1,610	1,390	220	56.22	57.26	51.26	1.04
Institution control							
Public	1,590	1,350	250	61.35	60.79	63.99	-0.56
Private, not-for-profit	1,130	980	140	37.11	37.59	34.84	0.48
Private, for-profit	30	20	#	1.54	1.62	1.17	0.08
Region							
New England	230	200	30	7.66	7.69	7.50	0.03
Mid East	510	430	80	17.89	17.67	18.94	-0.22
Great Lakes	420	350	70	15.41	14.46	19.92	-0.95
Plains	260	220	40	10.06	10.07	10.01	0.01
Southeast	640	570	80	23.40	24.66	17.40	1.26
Southwest	260	220	40	10.12	9.74	11.92	-0.38
Rocky Mountains	90	80	20	3.15	3.29	2.48	0.14
Far west	300	270	40	11.82	12.06	10.71	0.23
Outlying areas	20	20	#	0.49	0.36	1.11	-0.13

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-66. Comparison of item respondents and nonrespondents for "Type of repayment plan" (B3RPYTYP): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	680	580	100	26.80	28.44	20.96	1.64
22	570	460	110	25.02	24.88	25.54	-0.15
23	290	240	50	11.89	12.58	9.44	0.69
24 to 27	360	290	70	17.58	16.17	22.58	-1.40
28 or older	390	310	80	18.70	17.92	21.47	-0.78
Race/ethnicity							
White, non-Hispanic	1,880	1,550	330	80.32	81.32	76.75	1.00
Black or African American, non-Hispanic	190	160	30	9.01	9.00	9.07	-0.02
Hispanic	120	100	20	5.68	5.45	6.50	-0.23
Asian/Native Hawaiian/Other Pacific Islander	70	50	20	4.36	3.66	6.85	-0.70
American Indian/Alaska Native	20	10	#	0.63	0.57	0.83	-0.05
Gender							
Male	970	790	180	44.80	43.90	47.98	-0.89
Female	1,320	1,080	230	55.20	56.10	52.02	0.89
Institution control							
Public	1,300	1,070	260	61.48	61.08	62.91	-0.40
Private, not-for-profit	930	780	150	36.91	37.17	35.98	0.26
Private, for-profit	20	20	#	1.61	1.75	1.11	0.14
Region							
New England	180	160	30	7.58	7.50	7.86	-0.08
Mid East	430	350	80	18.63	18.32	19.75	-0.31
Great Lakes	360	290	70	16.04	14.96	19.91	-1.08
Plains	220	180	40	9.60	9.60	9.62	#
Southeast	530	450	80	22.65	24.20	17.14	1.55
Southwest	230	190	40	10.47	10.17	11.55	-0.30
Rocky Mountains	80	60	20	3.34	3.62	2.35	0.28
Far west	240	200	40	11.22	11.37	10.71	0.14
Outlying areas	20	10	10	0.46	0.27	1.12	-0.19

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-67. Comparison of item respondents and nonrespondents for "Year that spouse repaid loans" (B3SREPOY): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	440	310	120	27.46	31.14	21.09	3.67*
22	410	290	120	27.37	27.74	26.72	0.37
23	230	150	70	13.28	13.81	12.35	0.53
24 to 27	190	130	70	13.50	12.34	15.51	-1.16
28 or older	240	130	110	18.39	14.97	24.33	-3.42*
Race/ethnicity							
White, non-Hispanic	1,330	920	410	86.91	90.64	80.37	3.73*
Black or African American, non-Hispanic	70	30	30	4.76	2.99	7.84	-1.76*
Hispanic	60	30	20	3.85	2.89	5.53	-0.96
Asian/Native Hawaiian/Other Pacific Islander	40	20	20	3.72	2.66	5.57	-1.06
American Indian/Alaska Native	10	10	#	0.77	0.82	0.69	0.05
Gender							
Male	650	440	210	46.30	44.89	48.75	-1.41
Female	850	580	280	53.70	55.11	51.25	1.41
Institution control							
Public	990	680	310	67.12	69.27	63.40	2.14
Private, not-for-profit	500	320	180	31.19	29.09	34.85	-2.10
Private, for-profit	10	10	10	1.69	1.65	1.76	-0.04
Region							
New England	120	80	40	8.05	7.85	8.40	-0.20
Mid East	250	150	90	16.63	16.74	16.46	0.10
Great Lakes	270	190	90	20.41	20.72	19.86	0.31
Plains	180	130	50	11.42	12.11	10.21	0.70
Southeast	320	220	110	19.99	20.37	19.33	0.38
Southwest	150	100	50	10.26	8.75	12.88	-1.51
Rocky Mountains	70	50	20	3.78	4.28	2.92	0.50
Far west	130	90	40	9.06	8.88	9.37	-0.18
Outlying areas	10	10	10	0.41	0.31	0.59	-0.10

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-68. Comparison of item respondents and nonrespondents for "Year that spouse began repaying loans" (B3SRPOY): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	400	270	130	29.64	33.56	23.83	3.92*
22	400	260	140	35.37	36.84	33.18	1.47
23	140	90	50	10.76	11.23	10.05	0.48
24 to 27	150	100	60	13.92	12.82	15.56	-1.10
28 or older	120	50	70	10.31	5.54	17.38	-4.77*
Race/ethnicity							
White, non-Hispanic	1,020	660	360	83.92	87.69	78.27	3.77*
Black or African American, non-Hispanic	80	40	40	6.87	5.16	9.43	-1.71
Hispanic	50	30	20	3.91	3.07	5.18	-0.84
Asian/Native Hawaiian/Other Pacific Islander	40	20	20	4.56	3.60	6.01	-0.97
American Indian/Alaska Native	10	10	10	0.73	0.48	1.11	-0.25
Gender							
Male	580	390	190	48.86	49.73	47.57	0.87
Female	630	380	250	51.14	50.27	52.43	-0.87
Institution control							
Public	760	490	270	64.47	65.64	62.73	1.17
Private, not-for-profit	450	270	170	34.79	34.16	35.73	-0.63
Private, for-profit	10	#	#	0.74	0.20	1.54	-0.54
Region							
New England	90	60	30	7.35	7.42	7.25	0.07
Mid East	230	140	90	18.12	18.36	17.75	0.24
Great Lakes	190	110	80	17.40	15.12	20.79	-2.28
Plains	120	80	40	9.57	10.65	7.95	1.09
Southeast	270	180	90	21.21	22.07	19.94	0.86
Southwest	130	80	40	10.73	10.04	11.74	-0.68
Rocky Mountains	40	30	20	3.69	4.57	2.39	0.88
Far west	130	80	50	11.53	11.51	11.55	-0.02
Outlying areas	10	#	#	0.41	0.26	0.63	-0.15

\# Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-69. Comparison of item respondents and nonrespondents for "Spouse currently repaying student loans" (B3SRPST): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	460	340	120	30.69	34.34	23.50	3.65*
22	450	320	130	34.66	35.64	32.72	0.98
23	160	110	50	10.72	11.20	9.78	0.48
24 to 27	180	130	50	13.84	12.85	15.78	-0.98
28 or older	130	60	70	10.09	5.96	18.22	-4.12*
Race/ethnicity							
White, non-Hispanic	1,170	830	340	84.07	87.11	78.00	3.04*
Black or African American, non-Hispanic	90	60	40	6.91	5.71	9.30	-1.20
Hispanic	60	40	20	3.92	3.20	5.37	-0.73
Asian/Native Hawaiian/Other Pacific Islander	50	30	20	4.40	3.52	6.16	-0.88
American Indian/Alaska Native	10	10	10	0.70	0.46	1.17	-0.24
Gender							
Male	670	480	190	49.41	49.77	48.70	0.36
Female	710	480	230	50.59	50.23	51.30	-0.36
Institution control							
Public	860	610	250	63.76	64.60	62.12	0.83
Private, not-for-profit	520	350	160	35.58	35.24	36.25	-0.34
Private, for-profit	10	#	#	0.65	0.16	1.63	-0.49
Region							
New England	100	80	30	7.05	7.13	6.88	0.09
Mid East	260	170	90	17.78	17.60	18.15	-0.19
Great Lakes	220	150	80	17.20	15.28	20.98	-1.92
Plains	140	100	40	10.01	11.26	7.54	1.25
Southeast	320	230	90	21.46	22.10	20.21	0.63
Southwest	140	100	40	10.90	10.39	11.90	-0.51
Rocky Mountains	50	30	20	3.49	4.06	2.38	0.56
Far west	150	110	40	11.56	11.70	11.30	0.13
Outlying areas	10	#	#	0.55	0.50	0.67	-0.06

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-70. Comparison of item respondents and nonrespondents for "Spouse's type of repayment plan" (B3SRPTP): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	400	270	120	29.64	33.88	23.08	4.24*
22	400	260	140	35.37	36.55	33.54	1.18
23	140	90	50	10.76	11.24	10.01	0.48
24 to 27	150	100	50	13.92	12.92	15.48	-1.01
28 or older	120	50	70	10.31	5.42	17.89	-4.89*
Race/ethnicity							
White, non-Hispanic	1,020	670	350	83.92	87.74	77.93	3.82*
Black or African American, non-Hispanic	80	40	40	6.87	5.05	9.73	-1.82
Hispanic	50	30	20	3.91	3.08	5.22	-0.83
Asian/Native Hawaiian/Other Pacific Islander	40	30	20	4.56	3.66	5.98	-0.90
American Indian/Alaska Native	10	10	10	0.73	0.47	1.14	-0.26
Gender							
Male	580	390	190	48.86	49.16	48.40	0.30
Female	630	390	240	51.14	50.84	51.60	-0.30
Institution control							
Public	760	490	260	64.47	65.54	62.80	1.08
Private, not-for-profit	450	280	170	34.79	34.26	35.62	-0.53
Private, for-profit	10	#	#	0.74	0.20	1.58	-0.54
Region							
New England	90	60	30	7.35	7.70	6.82	0.34
Mid East	230	140	90	18.12	18.24	17.93	0.12
Great Lakes	190	120	80	17.40	15.35	20.57	-2.05
Plains	120	80	40	9.57	11.01	7.33	1.45
Southeast	270	180	100	21.21	21.38	20.95	0.17
Southwest	130	80	40	10.73	10.05	11.78	-0.68
Rocky Mountains	40	30	20	3.69	4.36	2.65	0.67
Far west	130	90	50	11.53	11.66	11.32	0.13
Outlying areas	10	#	#	0.41	0.25	0.65	-0.16

Rounds to zero.
*Item bias is significant at the $p<0.05/(c-1)$ level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-71. Comparison of item respondents and nonrespondents for "Consider to have a disability" (B3CONDIS): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	70	30	30	14.95	11.35	22.54	-3.60
22	70	50	20	19.74	15.76	28.11	-3.97
23	40	30	10	8.31	8.43	8.06	0.12
24 to 27	60	40	20	15.26	15.51	14.71	0.26
28 or older	150	130	20	41.74	48.94	26.58	7.20
Race/ethnicity							
White, non-Hispanic	310	220	90	78.83	81.68	72.78	2.85
Black or African American, non-Hispanic	30	20	10	7.56	7.72	7.23	0.16
Hispanic	20	20	10	6.99	6.00	9.11	-1.00
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	3.97	1.43	9.37	-2.54
American Indian/Alaska Native	10	10	#	2.64	3.17	1.52	0.53
Gender							
Male	140	100	40	39.11	40.79	35.57	1.68
Female	240	170	70	60.89	59.21	64.43	-1.68
Institution control							
Public	250	180	70	64.89	69.73	54.68	4.84
Private, not-for-profit	130	90	40	34.32	30.19	43.04	-4.14
Private, for-profit	#	#	#	0.79	0.08	2.28	-0.71
Region							
New England	30	20	10	8.57	4.57	17.00	-4.00
Mid East	60	40	20	17.10	16.79	17.76	-0.31
Great Lakes	60	40	10	14.65	14.03	15.94	-0.62
Plains	30	20	10	8.97	8.14	10.71	-0.83
Southeast	90	60	20	20.11	22.78	14.47	2.68
Southwest	50	40	10	13.73	15.39	10.22	1.66
Rocky Mountains	20	10	#	3.01	3.63	1.70	0.62
Far west	50	40	10	12.79	13.95	10.33	1.17
Outlying areas	10	#	#	1.08	0.71	1.87	-0.37

\# Rounds to zero.

*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.

NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-72. Comparison of item respondents and nonrespondents for "Impairment: hearing" (B3DSOTA): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	70	20	50	14.95	9.56	19.54	-5.39
22	70	30	40	19.74	15.30	23.52	-4.44
23	40	20	20	8.31	9.18	7.57	0.87
24 to 27	60	30	30	15.26	14.55	15.85	-0.70
28 or older	150	90	60	41.74	51.41	33.51	9.66*
Race/ethnicity							
White, non-Hispanic	310	150	160	78.83	79.86	77.95	1.03
Black or African American, non-Hispanic	30	20	10	7.56	10.22	5.28	2.66
Hispanic	20	10	10	6.99	4.54	9.09	-2.45
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	3.97	1.40	6.17	-2.57
American Indian/Alaska Native	10	10	#	2.64	3.97	1.50	1.33
Gender							
Male	140	70	70	39.11	38.94	39.27	-0.18
Female	240	120	120	60.89	61.06	60.73	0.18
Institution control							
Public	250	120	130	64.89	63.82	65.80	-1.07
Private, not-for-profit	130	70	70	34.32	36.06	32.84	1.74
Private, for-profit	#	#	#	0.79	0.12	1.36	-0.67
Region							
New England	30	10	20	8.57	3.88	12.56	-4.69
Mid East	60	30	30	17.10	19.59	14.99	2.48
Great Lakes	60	30	20	14.65	15.29	14.10	0.65
Plains	30	10	20	8.97	6.85	10.77	-2.12
Southeast	90	40	40	20.11	21.81	18.66	1.70
Southwest	50	30	30	13.73	13.61	13.83	-0.12
Rocky Mountains	20	10	10	3.01	3.68	2.43	0.67
Far west	50	30	20	12.79	14.25	11.55	1.46
Outlying areas	10	#	#	1.08	1.05	1.11	-0.04

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-73. Comparison of item respondents and nonrespondents for "Impairment: visual" (B3DSOTB): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	70	20	50	14.95	9.56	19.54	-5.39
22	70	30	40	19.74	15.30	23.52	-4.44
23	40	20	20	8.31	9.18	7.57	0.87
24 to 27	60	30	30	15.26	14.55	15.85	-0.70
28 or older	150	90	60	41.74	51.41	33.51	9.66*
Race/ethnicity							
White, non-Hispanic	310	150	160	78.83	79.86	77.95	1.03
Black or African American, non-Hispanic	30	20	10	7.56	10.22	5.28	2.66
Hispanic	20	10	10	6.99	4.54	9.09	-2.45
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	3.97	1.40	6.17	-2.57
American Indian/Alaska Native	10	10	#	2.64	3.97	1.50	1.33
Gender							
Male	140	70	70	39.11	38.94	39.27	-0.18
Female	240	120	120	60.89	61.06	60.73	0.18
Institution control							
Public	250	120	130	64.89	63.82	65.80	-1.07
Private, not-for-profit	130	70	70	34.32	36.06	32.84	1.74
Private, for-profit	#	#	#	0.79	0.12	1.36	-0.67
Region							
New England	30	10	20	8.57	3.88	12.56	-4.69
Mid East	60	30	30	17.10	19.59	14.99	2.48
Great Lakes	60	30	20	14.65	15.29	14.10	0.65
Plains	30	10	20	8.97	6.85	10.77	-2.12
Southeast	90	40	40	20.11	21.81	18.66	1.70
Southwest	50	30	30	13.73	13.61	13.83	-0.12
Rocky Mountains	20	10	10	3.01	3.68	2.43	0.67
Far west	50	30	20	12.79	14.25	11.55	1.46
Outlying areas	10	#	#	1.08	1.05	1.11	-0.04

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-74. Comparison of item respondents and nonrespondents for "Impairment: speech" (B3DSOTC): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	70	20	50	14.95	9.56	19.54	-5.39
22	70	30	40	19.74	15.30	23.52	-4.44
23	40	20	20	8.31	9.18	7.57	0.87
24 to 27	60	30	30	15.26	14.55	15.85	-0.70
28 or older	150	90	60	41.74	51.41	33.51	9.66*
Race/ethnicity							
White, non-Hispanic	310	150	160	78.83	79.86	77.95	1.03
Black or African American, non-Hispanic	30	20	10	7.56	10.22	5.28	2.66
Hispanic	20	10	10	6.99	4.54	9.09	-2.45
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	3.97	1.40	6.17	-2.57
American Indian/Alaska Native	10	10	#	2.64	3.97	1.50	1.33
Gender							
Male	140	70	70	39.11	38.94	39.27	-0.18
Female	240	120	120	60.89	61.06	60.73	0.18
Institution control							
Public	250	120	130	64.89	63.82	65.80	-1.07
Private, not-for-profit	130	70	70	34.32	36.06	32.84	1.74
Private, for-profit	#	#	#	0.79	0.12	1.36	-0.67
Region							
New England	30	10	20	8.57	3.88	12.56	-4.69
Mid East	60	30	30	17.10	19.59	14.99	2.48
Great Lakes	60	30	20	14.65	15.29	14.10	0.65
Plains	30	10	20	8.97	6.85	10.77	-2.12
Southeast	90	40	40	20.11	21.81	18.66	1.70
Southwest	50	30	30	13.73	13.61	13.83	-0.12
Rocky Mountains	20	10	10	3.01	3.68	2.43	0.67
Far west	50	30	20	12.79	14.25	11.55	1.46
Outlying areas	10	#	#	1.08	1.05	1.11	-0.04

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-75. Comparison of item respondents and nonrespondents for "Impairment: mobility" (B3DSOTD): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	70	20	50	14.95	9.56	19.54	-5.39
22	70	30	40	19.74	15.30	23.52	-4.44
23	40	20	20	8.31	9.18	7.57	0.87
24 to 27	60	30	30	15.26	14.55	15.85	-0.70
28 or older	150	90	60	41.74	51.41	33.51	9.66*
Race/ethnicity							
White, non-Hispanic	310	150	160	78.83	79.86	77.95	1.03
Black or African American, non-Hispanic	30	20	10	7.56	10.22	5.28	2.66
Hispanic	20	10	10	6.99	4.54	9.09	-2.45
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	3.97	1.40	6.17	-2.57
American Indian/Alaska Native	10	10	#	2.64	3.97	1.50	1.33
Gender							
Male	140	70	70	39.11	38.94	39.27	-0.18
Female	240	120	120	60.89	61.06	60.73	0.18
Institution control							
Public	250	120	130	64.89	63.82	65.80	-1.07
Private, not-for-profit	130	70	70	34.32	36.06	32.84	1.74
Private, for-profit	#	#	#	0.79	0.12	1.36	-0.67
Region							
New England	30	10	20	8.57	3.88	12.56	-4.69
Mid East	60	30	30	17.10	19.59	14.99	2.48
Great Lakes	60	30	20	14.65	15.29	14.10	0.65
Plains	30	10	20	8.97	6.85	10.77	-2.12
Southeast	90	40	40	20.11	21.81	18.66	1.70
Southwest	50	30	30	13.73	13.61	13.83	-0.12
Rocky Mountains	20	10	10	3.01	3.68	2.43	0.67
Far west	50	30	20	12.79	14.25	11.55	1.46
Outlying areas	10	#	#	1.08	1.05	1.11	-0.04

\# Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-76. Comparison of item respondents and nonrespondents for "Impairment: learning disability" (B3DSOTE): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	70	20	50	14.95	9.56	19.54	-5.39
22	70	30	40	19.74	15.30	23.52	-4.44
23	40	20	20	8.31	9.18	7.57	0.87
24 to 27	60	30	30	15.26	14.55	15.85	-0.70
28 or older	150	90	60	41.74	51.41	33.51	9.66*
Race/ethnicity							
White, non-Hispanic	310	150	160	78.83	79.86	77.95	1.03
Black or African American, non-Hispanic	30	20	10	7.56	10.22	5.28	2.66
Hispanic	20	10	10	6.99	4.54	9.09	-2.45
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	3.97	1.40	6.17	-2.57
American Indian/Alaska Native	10	10	#	2.64	3.97	1.50	1.33
Gender							
Male	140	70	70	39.11	38.94	39.27	-0.18
Female	240	120	120	60.89	61.06	60.73	0.18
Institution control							
Public	250	120	130	64.89	63.82	65.80	-1.07
Private, not-for-profit	130	70	70	34.32	36.06	32.84	1.74
Private, for-profit	#	#	#	0.79	0.12	1.36	-0.67
Region							
New England	30	10	20	8.57	3.88	12.56	-4.69
Mid East	60	30	30	17.10	19.59	14.99	2.48
Great Lakes	60	30	20	14.65	15.29	14.10	0.65
Plains	30	10	20	8.97	6.85	10.77	-2.12
Southeast	90	40	40	20.11	21.81	18.66	1.70
Southwest	50	30	30	13.73	13.61	13.83	-0.12
Rocky Mountains	20	10	10	3.01	3.68	2.43	0.67
Far west	50	30	20	12.79	14.25	11.55	1.46
Outlying areas	10	#	#	1.08	1.05	1.11	-0.04

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-77. Comparison of item respondents and nonrespondents for "Impairment: mental" (B3DSOTF): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	70	20	50	14.95	9.56	19.54	-5.39
22	70	30	40	19.74	15.30	23.52	-4.44
23	40	20	20	8.31	9.18	7.57	0.87
24 to 27	60	30	30	15.26	14.55	15.85	-0.70
28 or older	150	90	60	41.74	51.41	33.51	9.66*
Race/ethnicity							
White, non-Hispanic	310	150	160	78.83	79.86	77.95	1.03
Black or African American, non-Hispanic	30	20	10	7.56	10.22	5.28	2.66
Hispanic	20	10	10	6.99	4.54	9.09	-2.45
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	3.97	1.40	6.17	-2.57
American Indian/Alaska Native	10	10	#	2.64	3.97	1.50	1.33
Gender							
Male	140	70	70	39.11	38.94	39.27	-0.18
Female	240	120	120	60.89	61.06	60.73	0.18
Institution control							
Public	250	120	130	64.89	63.82	65.80	-1.07
Private, not-for-profit	130	70	70	34.32	36.06	32.84	1.74
Private, for-profit	#	#	#	0.79	0.12	1.36	-0.67
Region							
New England	30	10	20	8.57	3.88	12.56	-4.69
Mid East	60	30	30	17.10	19.59	14.99	2.48
Great Lakes	60	30	20	14.65	15.29	14.10	0.65
Plains	30	10	20	8.97	6.85	10.77	-2.12
Southeast	90	40	40	20.11	21.81	18.66	1.70
Southwest	50	30	30	13.73	13.61	13.83	-0.12
Rocky Mountains	20	10	10	3.01	3.68	2.43	0.67
Far west	50	30	20	12.79	14.25	11.55	1.46
Outlying areas	10	#	#	1.08	1.05	1.11	-0.04

Rounds to zero.

*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.

NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table H-78. Comparison of item respondents and nonrespondents for "Impairment: other" (B3DSOTG): 2003

Demographic characteristics	Sample size total	Sample size respondent	Sample size nonrespondent	Percent estimate total	Percent estimate respondent	Percent estimate nonrespondent	Estimated bias
Age							
21 or younger	70	20	50	14.95	9.56	19.54	-5.39
22	70	30	40	19.74	15.30	23.52	-4.44
23	40	20	20	8.31	9.18	7.57	0.87
24 to 27	60	30	30	15.26	14.55	15.85	-0.70
28 or older	150	90	60	41.74	51.41	33.51	9.66
Race/ethnicity							
White, non-Hispanic	310	150	160	78.83	79.86	77.95	1.03
Black or African American, non-Hispanic	30	20	10	7.56	10.22	5.28	2.66
Hispanic	20	10	10	6.99	4.54	9.09	-2.45
Asian/Native Hawaiian/Other Pacific Islander	10	#	10	3.97	1.40	6.17	-2.57
American Indian/Alaska Native	10	10	#	2.64	3.97	1.50	1.33
Gender							
Male	140	70	70	39.11	38.94	39.27	-0.18
Female	240	120	120	60.89	61.06	60.73	0.18
Institution control							
Public	250	120	130	64.89	63.82	65.80	-1.07
Private, not-for-profit	130	70	70	34.32	36.06	32.84	1.74
Private, for-profit	#	#	#	0.79	0.12	1.36	-0.67
Region							
New England	30	10	20	8.57	3.88	12.56	-4.69
Mid East	60	30	30	17.10	19.59	14.99	2.48
Great Lakes	60	30	20	14.65	15.29	14.10	0.65
Plains	30	10	20	8.97	6.85	10.77	-2.12
Southeast	90	40	40	20.11	21.81	18.66	1.70
Southwest	50	30	30	13.73	13.61	13.83	-0.12
Rocky Mountains	20	10	10	3.01	3.68	2.43	0.67
Far west	50	30	20	12.79	14.25	11.55	1.46
Outlying areas	10	#	#	1.08	1.05	1.11	-0.04

Rounds to zero.
*Item bias is significant at the p<0.05/(c-1) level, where c is the number of categories within the primary variable.
NOTE: The weight variable used is the B&B:93/03 analysis weight BNBWT3. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).